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ABSTRACT

The document comprises the final report of the National Inservice Network (NIN), a program to describe and distribute regular education inservice (REGI) project abstracts, products, and lessons aimed at more effectively working with handicapped students. Initial sections contain an executive summary and an overview explaining the NIN as a temporary linking organization between State Education Agency personnel and local planning teams. A section on the project's national component points out three primary functions--to describe the REGI Network, to assist funded REGI projects, and to establish a set of standards regarding regular education inservice. The "states component" section reviews the structure for statewide planning, the planning/problem solving process, the peer network, project accomplishments, and data collection relating to project evaluation. Noted among results is that participatory planning activities seemed to be linked to an increased sense of role efficacy and a desire to participate in and influence decisions about staff development efforts. A final section highlights findings and offers recommendations for local, state, university, and federal agencies. Appendixes include the Project Directors' Evaluation of the National Component of NIN, Report of Dissemination Activities, the NIN Project Exchange Report, Task Force Reports and Products, a list of NIN Products, Instructional Guide Prospectus, and References. (SW)

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REGI

NIN

FINAL REPORT

1978 - 1981

Leonard C. Burrello

Katharine V. Byers

Daniel Cline

U.S. DEPARTMENT OF EDUCATION
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National Inservice Network

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Indiana University
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March, 1982

Dear Colleague:

We are pleased to submit for your study and analysis the Final Report of the National Inservice Network (NIN). The NIN was funded by the Department of Education, Office of Special Education, Division of Personnel Preparation 1978-81. An Executive Summary of the studies and recommendations made by project directors in NIN is attached to this letter.

The complete report is an in-depth discussion of both national and state planning, training and dissemination activities of the National Inservice Network. A related evaluation study of the training received by participation in NIN project's compared to an independent sample of recipients of other inservice education programs supports the findings of NIN. This study, conducted by Applied Management Sciences, will be published by the Department of Education, Office of Evaluation. Both documents indicate that the regular education inservice (REGI) policy initiative established at the federal level and implemented at state and local levels was both a catalyst for state and local program development and produced models for adaptation in other local school systems. The Applied Management Sciences study indicated that REGI programs were more comprehensive and trained more personnel over a longer period of time than independent national samples of inservice participants. Further NIN learned that most local school personnel can be organized into training teams to comprehensively plan and implement inservice training programs primarily utilizing their own local resources with some initial external assistance. Technical assistance from state education agencies increases the success of these local planning efforts. In addition, collaborative planning models between local school systems and universities have been developed that also increased the quality of inservice education programs.

A copy of the complete report is available from NIN. Each of the major NIN products can also be obtained from NIN or some designated dissemination agent.

Thank you very much for your interest.

Sincerely,

Leonard C. Burrello

Leonard C. Burrello
Project Director
Associate Professor

jkf

Quality Inservice Education

Executive Summary of Studies and Recommendations[*]

Recent studies of the federal initiative to provide inservice training to teachers and administrators to work more effectively with handicapped students yield the following results:

.A higher percentage of Local Educational Agencies (LEAs) and State Educational Agencies (SEAs) made use of quality practices in planning inservice education programs as compared to intermediate educational agencies, colleges/universities, and not-for profit corporations. Percent of usage ranged from 67% to 42%.

.Approximately 50% of the 97 projects were planned within the activity centers of the total agency. This finding is supported by research on quality practices in inservice education which stresses the integration of training activities into the organization.

.LEA personnel tend to design more comprehensive personnel programs for themselves than those designed exclusively by external groups.

.Model LEAs have been able to establish planning structures that encourage the utilization of local personnel as trainers, peer consultants, and instructional material/developers.

.The most frequently consulted sources of information for training are universities, journal articles, reprints, and conventions or conferences.

.SEAs are identified as the most frequently consulted source to assist in planning and developing inservice programs, and colleges and universities are consulted second most often, while out-of-district conferences ranked third.

.Classroom teachers find existing information, data bases, and clearinghouses, to be relatively inaccessible. Of even more concern, the information obtained is also perceived to have little utility for classroom application.

.Over 75% of the products produced by the 300 plus projects funded by the regular education inservice initiative has been requested by non-federally funded educational agencies and individuals.

.Fewer than 3% of the regular education inservice (REGI) projects reported attempts to measure change in student performance as a result of inservice.

.Only two projects made attempts to measure costs of inservice and apply cost effectiveness measures to inservice models and outcomes.

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[*] Summarized from Quality Inservice Education: Final Report of National Inservice Network, United States Department of Education, Office of Special Education, Division of Personnel Preparation Training Grant at Indiana University, School of Education, Bloomington, Indiana 47405

Possible Implications of Findings for a Continued Federal Role Designed to Increase Local and State Capacities

The Education Department and its Office of Special Education (OSE) and SEAs should encourage evaluation of their inservice education grants in terms of the best practices research in inservice education.

Local school districts should be encouraged to:

.Design inservice education from the building level up.

.Develop district collaborative planning structures to support individual school initiatives and coordinate district-wide resources, communication, and evaluation for inservice education.

.Institute building-based staff support teams as an important structural intervention that facilitates instructional goal setting and individual educational planning activities for handicapped and other vulnerable children and youth.

ED/OSE should encourage universities to enter into cooperative arrangements with local educational agencies to assist them in:

.Planning and conducting needs assessments.

.Designing inservice.

.Providing occasional supplementary training to support district staff as the primary trainers.

.Designing and implementating evaluation plans.

ED/OSE should consider a discretionary research grants program for university personnel to support inquiry into:

.Evaluation of the application of quality practices in locally based inservice education.

.Measurement of the application of effective teaching strategies after inservice training.

.Development of measurement strategies and devices to determine the impact of classroom application of inservice training on changes in student achievement.

.Measurement of the costs of inservice training vis-a-vis teacher-student contact time.

.Changes in student/parent/administrator perceptions of changes in classroom climate and learning opportunities resulting from teacher participation in inservice education.

ED/OSE and SEAs should consider creating and pilot testing:

.A responsive computer file of classroom practices that allows teachers and administrators ready access to validated projects and instructional practices for dealing with the unique learning needs of handicapped children and youth.

.A support system for local planning teams of administrators, teachers, and parents to develop comprehensive local personnel development plans.

.Incentives for increasing the involvement of university and other resource personnel in supporting professional development activities.

.Quality practice forums, site visitations, exchange programs, and technical assistance to demonstrate how model programs improve educational practices.

References are listed below. See annotated bibliography at the end of complete report.

NIN Reference Materials

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Quality Inservice Education:

Final Report

# of the

National Inservice Network

1978-1981

Submitted by:

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February 1982

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Leonard C. Burrello
Katharine V. Byers
Daniel A. Cline

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OVERVIEW OF NATIONAL INSERVICE NETWORK

The National Inservice Network was funded to describe and distribute regular education inservice (REGI) project abstracts, products, and learnings to interested parties and non-funded agencies and organizations. It was also funded to pilot a locally driven inservice planning process in the states of Colorado, Maine, and Indiana. During the implementation of these two major activities, a third activity emerged. This activity was to demonstrate how a national network of resources could be organized and brought to state and local planning teams composed of teachers, administrators, and related service personnel drawn from regular and special education. This process has been identified by Sieber (1972) and Havelock (1973) as a personal linking agent model of change.

NIN, then, was planned as a temporary linking organization with State Education Agency (SEA) personnel assisting local planning teams in the planning, design, and implementation of local personnel development plans. The NIN state staff took local planning teams through a planning and problem-solving process. They called on the national staff to identify other federal Department of Personnel Preparation (DPP) funded projects to assist local and state teams in needs assessment, model building, production of training materials, and actual delivery of large and small group training.

Figure 1 depicts how NIN staff interacted with both the resource pool of projects comprising the National Inservice Network and planners in local education agencies (LEAs).

These linkage activities were accomplished in a variety of ways, including providing resource consultants to training sessions with SEA/LEA team members, sending the LEA team to a REGI project on a site visitation, and arranging for exchanges of individual team/project staff or their products.

National and State Objectives

The specific purposes of the national component of NIN were to:

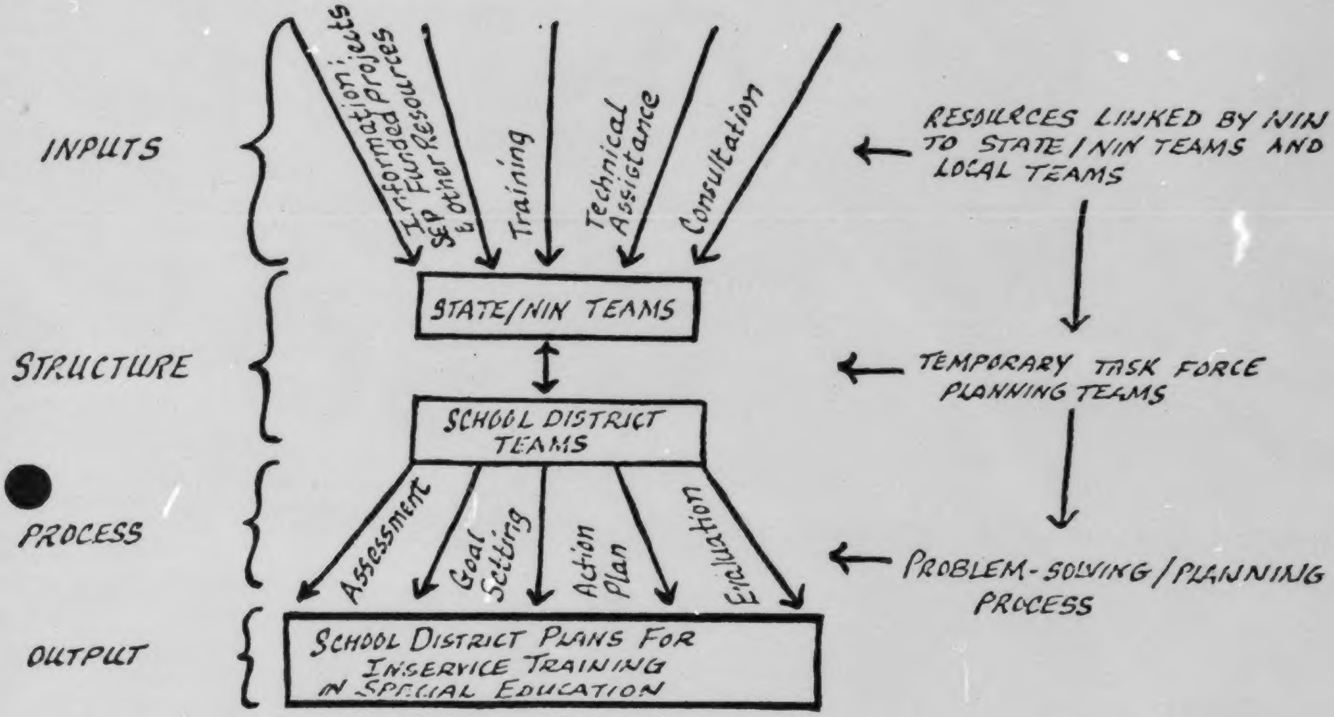
- Prepare and share description of funded training projects for the network members, potential adopters, and OSE;
- Survey project directors/staff concerning their needs for information and support;
- Convene interested project directors in mini-conferences designed to meet expressed needs;
- Arrange site visitations and staff exchanges to link project directors/staff with potential adoptors in Colorado, Indiana, and Maine interested in the projects;
- Establish linkages to other diffusion networks to increase diffusion of REGI innovations;
- Establish a clearinghouse to collect and share resources with network colleagues and others;
- Prepare position papers on the development of a national network to diffuse innovations in regular education inservice.

The specific purposes of the states' component of NIN were:

- Assist SEA staff in the planning, implementation, evaluation, and diffusion of LEA Model Regular Education Inservice (REGI) training programs (six per year);

Figure 1

National Inservice Network's linkage approach to planned improvement through collaborative development, adaptive implementation, and evaluation of inservice training programs in special education.


INPUTS
STRUCTURE
PROCESS
OUTPUT
Information: SEP Funded Projects & other Resources
Training
Technical Assistance
Consultation
RESOURCES LINKED BY NIN TO STATE/NIN TEAMS AND LOCAL TEAMS
STATE/NIN TEAMS
SCHOOL DISTRICT TEAMS
TEMPORARY TASK FORCE PLANNING TEAMS
Assessment
Goal Setting
Action Plan
Evaluation
PROBLEM-SOLVING/PLANNING PROCESS
SCHOOL DISTRICT PLANS FOR INSERVICE TRAINING IN SPECIAL EDUCATION

- Prepare and on-going in-state diffusion plan to spread components of LEA based innovations;
- Assist LEAs and SEAs in planning by linking them with model projects in the REGI national network;
- Disseminate state planning models with SEA staff to other SEA agency personnel in both regular and special education.

These objectives changed in two ways over the life of the projects. One change occurred in each component. First, in the National Component, the National Advisory Board, saw fit to enhance attention on specific problem through the creation of eight task forces during 1979-1981. The task forces were convened to produce products that were disseminated nationally. The eight task forces with their chairperson and the products they produced are listed on the following page. The dissemination report list the type of person who requested the task force products and the number distributed.

The second major change occurred in the State Component in Indiana. The State Director of Special Education used additional state funds to expand the NIN process to include all of the State's sixty-three planning units. Colorado and Maine followed the original design of 18-21 districts selected as model sites over the three years of the project.

This final report is organized into summaries of the two major components and ends with a set of recommendations formulated by over 100 project directors and the NIN staff.

All project products are included in the pockets of the report.

Task Forces and Products

Quality Practices Task Force - Pat Kells, Chairperson

Quality Practices (brochure)

Quality Practices Task Force Final Report

Training Needs Assessment Task Force - Sharon Davis, Chairperson

Needs Assessment for Inservice Education: Building Local Programs

Policy Task Force - Alan Abeson, Chairperson

Basis for Inservice Design: Regular Educators' Responsibilities for Handicapped Children

Organizational Structure Task Force - Larry Marrs, Chairperson

Inservice Education Design Model and Action Steps

Resources Task Force - Larry Stolurow, Chairperson

Summary Report of the Resource Task Force: Special Education Information Needs and Existing Information Sources

Agency Resource Directory: A Special Education Guide for Educators and Parents of the Handicapped

Directory on Diskette--Special Education Agencies

LEA Access to Resources and Needs for Assistance: Clark County School District. RTF Report No. 2

LEA Evaluation of Resources: North Kansas City School District. RTF Report No. 1

Resource Agencies: Use of Information Sources and Services Provided. RTF Report No. 3

Resource Agencies: Use of Information Sources and Services Provided. RTF Report No. 5

Summary Report of the Resource Task Force: Special Education Information Needs and Existing Information Sources. RTF Report No. 6

Utilization of Resources by State Education Agencies: Divisions of Regular and Special Education. RTF Report No. 4

Directory of Diskette--REGI Projects. (10 disketts for use with an APPLE II PLUS microcomputer

Directory on Diskette--ASPD Materials(for use with an APPLE II PLUS microcomputer

Directory on Diskette--NIN Materials (for use with an APPLE II PLUS microcomputer

School-Based Teams Task Force - Shari Stokes, Chairperson

School-Based Staff Support Teams: A Blueprint for Action

Student Change Task Force - Elaine Thompson, Chairperson

Using Student Change Data to Evaluate Inservice Education

Physical Education and Recreation Task Force - John Taylor, Chairperson

Regular Education Inservice: Significant Features of Physical Education and Recreation for Handicapped Students

NATIONAL COMPONENT

The National Component of NIN engaged in three primary functions over the past three years:

1) To describe the REGI Network, its accomplishments, products, and concerns.
2) To assist funded REGI projects through the sharing of learnings within the network.
3) To establish a set of standards to guide planning, implementation, and evaluation of regular education inservice.

NIN engaged in a variety of activities in order to fulfill these functions. That experience is highlighted in this section in order to identify our learnings and the new directions and needs that grow out of that experience. The complete evaluation report of the national component is in Appendix A.

Description of the Network

NIN described the projects and efforts within the Network using three primary formats: abstracts of projects, abstracts of materials, and summary reports from project data.

The Compilation of Abstracts of all the currently funded REGI projects was produced each year and distributed to OSE, REGI project directors, local planning teams in the states component of NIN, SEA Part D coordinators in the states, and other interested parties outside the Network.

Organized by state, this compilation contained information about each project including name and address of project director or other contact person, a brief description of the project, major objectives, dissemination activities, and evaluation design. Formating and indexing the project abstracts increased the usefulness of the book for those planning and implementing inservice programs in locating projects with similar foci and methodologies.

The Resource Directory contained abstracts of training materials produced by the federally funded REGI projects. The May 1981 expanded version contained 251 abstracts. These abstracts were indexed by training content area. The Resource Directory was distributed to all REGI project directors, Part D coordinators, local district planning teams in the states component and other interested parties outside the Network.

Both the abstracts of projects and resource materials were not only available in print form but could be accessed through an on-line computer storage and retrieval system, SCAN. This service was available to both Network and non-Network users. SCAN requests were for information about inservice training programs and materials in specific topical areas.

Additional information about the REGI training effort was detailed in the narrative introduction to The Compilation of Abstracts. This general description of the Network outlined funding patterns, numbers and types of trainees, and training content and procedures across all the projects. This summary data provided the Office of Special Education with needed documentation of the impact of the REGI effort.

Sharing Information

As indicated above, the abstracts of projects and resource materials were widely disseminated in an effort to facilitate the sharing of information both within and beyond the Network itself. The dissemination function of the national component experienced extensive growth over the three years of the project in response to increased information and resource demands. Since the system of tracking dissemination activities was refined during the course of the project, reporting totals for the three years is somewhat difficult. During the first three months of the project, 37 requests for information were received. From September 1978 to September 1979, 337 requests for information were filled, while 978 requests were filled from October 1979 to October 1980. From October 1980 to August 31, 1981, 394 requests were filled for a total over the three years of close to 1750. Consistently over the entire period, about 75% of the requests have come from non-Network organizations and individuals. One eighth have been from REGI projects and the other eighth from the NIN states component. About one third of the requests come from local school district personnel. The percent of requests from colleges and universities has decreased though the absolute number has increased. State education agencies account for a little over 10% of the requests with about 18% from other organizations and individuals. Over 6000 products have been disseminated. The complete dissemination report is in Appendix B.

Our linking efforts have, in fact, extended far beyond the REGI Network and a major dissemination impact was outside the Network, at the request of non-Network personnel. By using NIN developed products and materials, others did not have to use scarce resources to design and develop new training programs or instructional materials from scratch. NIN directed individuals to specific sources of help within close proximity to their own location. In this way, the national component increased the awareness of many teachers and school systems of inservice projects ongoing within their own state or region, or even within their own district, which could prove to be valuable resources in working toward solving particular problems in mainstreaming handicapped children into regular classrooms.

In addition to the above documented requests, NIN distributed copies of the Resource Directory and Compilation of Abstracts to all REGI project directors each year and mailed materials state-wide in the three states in the states component.

In addition to the dissemination of NIN products and materials, the national component engaged in a number of other activities to foster the diffusion of model programs and best practices in regular education inservice. The National Inservice Network Newsletter was published on a quarterly basis.

Circulation more than doubled in the last year of the project, with nearly 1500 persons or organizations then on the mailing list.

Both national and states components staff engaged in informal dissemination activities on a daily basis, responding to a wide variety of more general requests for information. These telephone calls and letters were not fully documented but represented a wide variety of concerns including the following examples:

> "I am particularly interested in receiving from you, a list of people who might serve as consultants and offer technical assistance in specified areas of need...I would be interested in obtaining a list of names of those people available locally and nationally to facilitate inservice training for my staff."

> "I should greatly appreciate your sending me any material which has become available during the past year, with special emphasis on data relating to Dean's Grants; i.e. in-service training of college faculty who are training teachers in regular education. Please include information on consultants available, as well as appropriate materials and media presentations."

> "Is anyone developing inservice programs that specifically address the issue of teacher stress and burn-out?"

"I am trying to locate films for an inservice. Do you know the publisher or how to rent these two?"

"I'm developing a project to train potential employers in the hiring of handicapped students after high school. Do you know of any projects engaged in similar activities?" When NIN staff did not have sufficient or appropriate information to answer such questions, referrals were made to organizations or programs that were better equipped to handle the specific requests for information. Every attempt was made to link the person with another person or organization that more directly deals with the particular concern.

During the second year of the project, an experimental Project Exchange program was sponsored by the NIN National Advisory Board to increase the sharing of information within the Network. A complete report of the Project Exchange may be found in Appendix C. Briefly, REGI project directors were invited to submit applications for participation in the exchange. Project directors identified strengths in their projects they would be willing to share with another project director and areas of concern that they would like to see operational in other projects. Over forty projects applied to participate. Interestingly enough, project directors were most interested in improving areas that were already identified as strengths of their projects. Nine project exchanges involving a total of sixteen projects were then designated and approved by the NAB covering the following topics judged to be of general network concern:

Inservice Delivery in Sparsely Populated Areas
Multiplier Strategies
Intermediate Units as Inservice Providers
Administrator Inservice Education
Inservice in Secondary Schools
Building-Based and Other Support Teams
Sustaining Implementation Through Follow-Up
Evaluating the Impact of Inservice
Parent Education and Involvement

With only one exception, both the hosts and visitors in the Project Exchange reported the experience to be a valuable professional development activity. For many, the experience also provided an opportunity to share more personal concerns and offer the "moral support" necessary to keep people tackling the tough issues in regular education inservice.

A major information sharing activity of the national component was the annual Project Directors Meetings. The first year of the project, two meetings were held, one in Portland, Maine and one in Denver, Colorado. The second year two meetings were also held, both in Washington D. C. to facilitate project directors consultation with their project officers. One meeting was organized for directors of newly funded projects and the other for directors of continued projects. In the third year, a three day meeting was planned with overlapping agendas for both newly funded and continued projects. Of the 165 projects represented at the last meeting, NIN supported less than one third, thus indicating the perceived value of this meeting by project directors. Topical sessions were scheduled based on a needs assessment of newly funded projects completed prior to the meetings. Project directors with some experience in each area served as group facilitators in the sessions to allow the small groups to surface and discuss issues, exchange ideas and experiences, and problem-solve together. Opportunities for informal exchange among project directors were also provided.

Each year participants evaluated the meeting positively as providing an opportunity to meet and exchange ideas with other project directors, to meet and clarify questions with project officers, and to gain new ideas and directions that may assist them in implementing current REGI projects or developing new projects to meet emergent needs.

Other national component activities were aimed at dissemination of the REGI learnings beyond the immediate Network of project directors. Such activities included annual presentations by a group of project directors at National CEC, presentations and articles for NCSIE, participation in a series of nine regional workshops on CSPD with Richard Shofer, regular feature columns in Counterpoint and The Pointer that highlighted particular REGI projects and NIN activities, and a variety of articles in other publications. Project directors themselves also disseminated the work of the national component and the collective learnings of the project. A three-hour session at the 1980 National CEC on Parent Involvement Programs involving three REGI project directors was a direct result of Network activities to bring project directors together to collaborate in the sharing of learnings.

Advising OSE and Setting Direction. The third major function of NIN, particularly through its National Advisory Board and its task forces was to advise OSE on emergent directions and issues, develop documents to guide the REGI effort, and guide NIN efforts to meet emergent needs.

The National Advisory Board, meeting quarterly, supported eight task forces in areas deemed critical to the REGI effort:

-quality practices in inservice
-policy regarding the content and focus of regular education inservice
-needs assessment
-inservice design and organizational structure
-resource utilization
-use of student change data in inservice evaluation
-school based staff support team development
-integration of physical education and recreation components into regular education inservice

Each task force included a broad range of persons from within and outside the Network representing relevant areas of expertise and constituent groups including parents and other consumer and advocate interests. The task force products are described in some detail in Appendix D. Samples are in the pockets of this report.

Dissemination of the task force products has gone beyond the REGI project directors to include those professsional associations and national organizations that are involved with issues in the implementation of PL 94-142 through the provision of inservice education programs. For example, over 8000 quality practice brochures have been distributed over the United States.

The NAB guided the proceses used to develop the three to five year plan for REGI that is described elsewhere in this report.

During the summer of 1980, a written evaluation of the national component activities was completed by 44% of the REGI project directors. At the national meeting in September 1980 in-depth interviews were conducted with about 30 project directors to get more detailed evaluative information. In evaluating the efforts of the National Inservice Network, REGI project directors expressed general satisfaction with the services provided by NIN and rated the following activities as particularly important to them as project directors: the Abstract Book, Newsletter, information and referral services, NIN sponsored materials, and the annual project directors meeting. This same evaluation revealed that NIN had facilitated communication and collaboration among half the project directors, e.g. exchanges of materials and writing articles together. The project directors meeting was seen as, by far, the most facilitative NIN activity. Project directors generally felt that NIN was most successful in its information sharing functions. (See Appendix A for full Evaluation Report).

Learnings

The major learnings of the national component are summarized below:

- -REGI project directors and others in inservice have information needs that must be addressed using a variety of organized and accessible print media including newsletters, project and material abstracts, position papers, and guides.

- -REGI project directors can benefit from opportunities for face-to-face interaction for sharing of learnings and consolidating experience through project directors meetings, site visitations, etc.

- -Information requests from outside the REGI Network continue to increase as more professional associations and organizations at the state and local levels try to respond to their constituencies' inservice education needs.

- -Information and learnings from the REGI project directors can be formatted and disseminated beyond the Network but accessibility of that information in usable form is critical.

-The project directors, National Advisory Board, and national component staff all see a need to develop some more specific topical areas in some depth.

-Task forces can economically develop and produce written documents of general use in a short time frame through careful membership assignment and can extend the Network beyond the REGI project directors.

STATES COMPONENT

Description of NIN's State Component: What and Why?

Each State Education Agency (SEA) has the responsibility for insuring that all interested groups participate in the development, review, and annual updating of the CSPD. The state agency plan should describe procedures for the development and implementation of a CSPD which include:

- the inservice and preservice training of general and special personnel
- procedures for insuring that all personnel are qualified
- effective procedures for acquiring and disseminating significant information derived from educational research, demonstration, and similar projects, and for adopting, where appropriate, promising educational practices and materials.

Each Local Education Agency (LEA) has the responsibility for developing a Local Education Agency Application under P.L. 94-142 that must include procedures for the implementation and use of the CSPD established and described in the state's Annual Program Plan.

Each of these activities relate to the continuous upgrading and utilization of local, state, and university resources. Developing outside teams of peers and other third parties to provide technical assistance to local or intermediate unit teams increases the relevance and expertise a state agency can bring to bear on local issues.

These outside-inside teams are a vehicle to reduce the dissonance between the three major partners in each state's educational enterprise. Essentially, the state agencies are developing a peer network of planners, researchers, trainers, instructional developers, process consultants, and evaluators to share their expertise and perspectives.

After demonstrating that they can make a contribution in their own setting, they are identified and invited to communicate their experience to others. Eventually, they become legitimized and linked by the state's agency to groups and to other potential user/adopters.

Most state agency CSPD plans have been developed by state CSPD committees in cooperation with a single state agency staff person. Little local participation and statewide needs have characterized the planning data bases. These plans have historically been implemented in a fragmented and piecemeal fashion. Few reorganizational plans which describe comprehensive services and integrated delivery systems were in place prior to 1978. Texas, Massachusetts, and New Jersey have been notable exceptions (Schofer and Duncan, 1978). Increased pressure and emphasis on CSPD was anticipated and made evident in the rejection of Part D applications for training by the Division of Personnel Preparation (DPP) and the CSPD section of Part B application by the Division of Assistance to States (DAS).

Burrello, Kaye, and Nutter (1978) described an interorganizational arrangement to guide comprehensive planning in Michigan. In their model a problem-solving strategy was used to guide state, intermediate, and local agency collaborative planning. The success and learnings of the Michigan experiment described by Howard (1979 and 1980) were easily adaptable to a CSPD planning focus for state and local personnel.

The context of CSPD planning and a history of successful macro-collaborative planning process coalesced to provide the needs and an alternative strategy to entice three state agency executives in special education to join NIN's state component as model projects.

How did NIN Function in the States?

The major function of the state component of the NIN project was to directly assist State Departments of Education in Colorado, Indiana, and Maine to develop state-based planning, resource, and dissemination networks. The primary purpose of these state-based networks was to assist and support state department and local school district development, implementation, and evaluation of inservice training in special education for regular educators consistent with state policy and procedures as described in their federal program plans under P.L. 94-142.

Major development strategies employed by the NIN staff were: temporary state and school district task forces, linkage approaches to planned improvement, and a coordinated peer diffusion system. Following is a discussion of each of these strategies and a review of the planning/problem-solving process used by task forces to establish a local personnel development plan in special education.

Temporary Task Forces: The Structure for Statewide Planning

The temporary task force is a structural intervention which enables flexible and creative problem-solving. It is composed of staff selected from several formal organizational units brought together to solve a specific problem and is dissolved when the job is finished. The temporary task force design, as proposed by Luke (1972),

> provides more flexibility in solving problems than is typically afforded by the traditional bureaucratic structure; it allows those who have specialized skills and resources to form a problem-solving team, apply their special abilities to the task at hand, and propose thoughtful suggestions for action.

The temporary task force design was adapted by the NIN staff. State-level task forces composed of interdepartmental staff were established to problem-solve and make recommendations regarding state level coordination and support of local school district efforts. State task forces and NIN staff also served as outside teams to participating school districts. This role is similar to that proposed by Havelock (1973) where people both inside and outside the system collaborate to support needed development efforts.

School district or special education planning district task forces were established. These task forces included instructional and support staff as well as building-level and district-level personnel. After having searched and retrieved information relevant to locally identified problems and needs, school district task forces entered a problem-solving and planning process which resulted in the development of comprehensive personnel development plans.

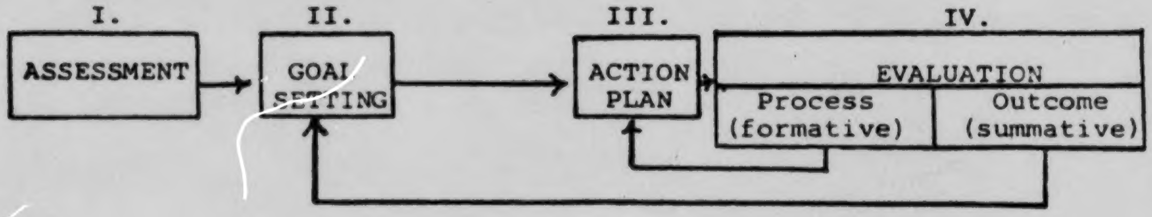
Both state and local school district task force teams were composed of special and general educators. Team composition was to reflect and model the collaboration needed between general and special education and to insure the representativeness of the planning teams.

NIN staff created a temporary structure composed of State Department staff and local school district personnel within each state, to support LEA CSPD planning as shown earlier in Figure 1 (p. 3). Besides temporary task forces, the internal problem-solving process of the clients in both the SEAs and LEAs was the essential starting point of the Linkage Model (Havelock, 1973). Training, technical assistance, and consultation were provided to state and school district teams using a problem-solving process. These activities were paired with the search and retrieval of information relevant to the team's unique problem-solving process. In effect, the NIN staff and state agency personnel served as a link between local school districts and the resource network composed of model regular education inservice projects nation-wide and resources on the state level.

Planning/Problem-Solving Process: A Process for Statewide Planning

School district task force planning teams in each state were convened by the state task force/NIN team for approximately ten days of training, development, and exchange of information extending over several months. Training was provided by the state task force to school district teams in a group planning/problem-solving process (see Figure 2), which enabled each team to develop local inservice plans.

Figure 2



During the three project years, local teams were trained in the following critical elements of the planning process:

1) Collaborative problem solving team

Planners representing all of the relevant audiences engaged in a participatory group process as a problem solving team. Basic to the process is bringing people together to:

- --develop ownership
- --solve problems
- --develop a support system and ongoing structures in staff development
- --use existing local resources
- --plan in a responsive and flexible manner
- --integrate the staff development plan into the system as a whole

2) Problem identification and needs assessment

Planning team members first identified problem areas for their own districts and began assessing needs related to those problem areas. A variety of needs assessment strategies (interviews, surveys, document analysis, etc.) were used to focus on both the organizational needs and needs of individual staff members in the district. This part of the planning process provided an opportunity to build a broad base of support, involvement and ownership for the developing plan. Needs assessment continued throughout the planning process into implementation.

3) Program development

The planning team examined alternative staff development strategies to meet the identified needs and to integrate inservice activities into a comprehensive staff development framework in the district. Use of local resources and sharing of expertise across the district was encouraged for developing a well-integrated program.

4) Program evaluation

Provision for program evaluation and ongoing needs assessment was built into staff development plans from the onset to insure that plans continued to be responsive to changing district needs. Evaluation strategies that went beyond paper and pencil evaluations of inservice sessions were encouraged, particularly those that assessed usefulness in classroom implementation.

5) Implementation and continued maintenance

Once the planning year was completed, local districts began implementing their programs. Local structures and mechanisms for monitoring the program and providing for "midstream checks" and revisions were put in place. Such mechanisms included an ongoing problem-solving team, an inservice coordinator, etc.

6) As a whole, an experiential learning process

The planning process incorporated small group theory into training in an eclectic fashion. In addition, it drew on the participant's past and current experience, and viewed learning as taking place on both a cognitive and experiential level. The process emphasized the acquisition of practical skills and knowledge that are required of planners and implementers of change efforts in staff development. The experiential learning approach served as a guide to new discoveries about how learning takes place. The learnings were immediately applicable in back-home settings. Experiential learning created a sense of ownership for participants and became an effective and integral aspect of their behavior.

Careful planning, however necessary, is not sufficient to insure appropriate and quality inservice education efforts. Inservice training planners must acknowledge and negotiate legitimization of training activities in terms of

- the prevailing district norms and values toward professional development, handicapped children, and special education;
- the structure of the district's programs for inservice education as negotiated in the teachers' contract;

- the planning and problem-solving process used by the district leadership in both the administration and the teachers' organization;

- the current service delivery system, especially eligibility criteria for special education and related services, the availability and specific roles and responsibilities of special education and other building-based supportive services.

The instructional program for learning to use this planning process relied heavily on experience and "trying out" new concepts. For each of the major phases of the planning process, the following instructional strategies were used:

--presentation of conceptual framework (theory)
--experiential learning with trainer feedback
--back home applications by team
--evaluation

The order of instructional strategies and topics did not follow a prescribed sequence. In fact, the flexibility of the planning process allowed it to respond to the goals and context of the agency in which it was used. For instance, "team development" could be taught as a specific workshop segment, including group dynamics, simulations and "at-home" tasks, or team development could be approached in a less formal manner by having members work through various planning activities, while focusing their attention on the dynamics of their group. The activities then culminated with a formal segment which addressed group dynamics and the stages of development the groups had undergone. The interplay of topics and strategies is characterized in Figure 3 below.

Figure 3

Instructional Process

	TOPICS				
STRATEGIES	Team Development	Needs Assessment	Program Development	Program Evaluation	Implementation /Maintenance
Conceptual Framework (theory)					
Experiential					
Application					
Feedback					
Evaluation					

The Peer Network: A Structure for Statewide Diffusion

The NIN staff took several steps to encourage diffusion and dissemination of model programs and best practices in special education inservice training. The methods and procedures used include:

- identifying opinion leaders and communication networks in order to create a diffusion network to speed the dissemination of information;
- creating "links" between model programs and potential adopters.

Both of these methods are consistent with the linkage approach described earlier, but emphasis here is on interaction. This orientation supports the view that individual adopters belong to a network of social relations which influences their adoption behavior (Havelock, 1973; Wolf, 1973). Burrello, Kaye, and Nutter (1978) reported the successful application of similar communication strategies for the development of a Statewide Technical Assistance Network in Special Education in Michigan.

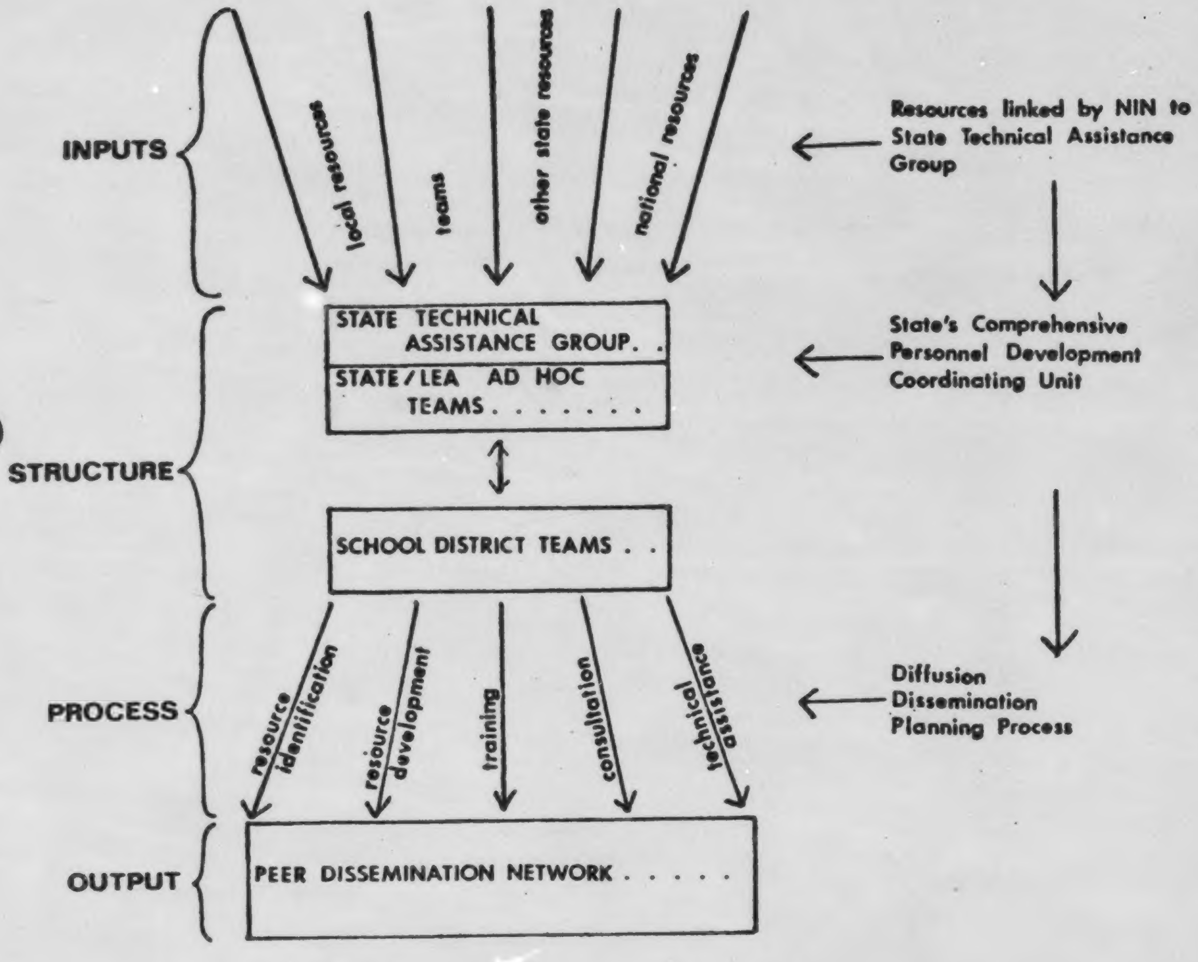
Specific activities were designed to increase awareness and knowledge of national, state, and local school district inservice models. Primarily through training and consultation with school districts during the first year of implementation. In order to support these activities, NIN/state interdepartmental teams developed diffusion plans to coordinate interrelationships with other inservice and dissemination efforts.

As local school districts depicted in Figure 4 began to implement and evaluate their model training programs, they became part of each state's expanding resource pool. This group of individuals, the products they produced, and the processes they pilot-tested became resources and inputs to be considered by others.

Other sources such as university faculty, locally based model programs, and national resources were also tracked, organized, and provided for both man and machine retrieval systems. State departments are both logically and logistically the best coordinating agency to identify, collect, and create the opportunities for interaction between user/adopters and resource personnel.

Figure 4

Support System for the development and
ongoing renewal of a State Comprehensive
System of Personnel Development


INPUTS
STRUCTURE
PROCESS
OUTPUT
local resources
teams
other state resources
national resources
STATE TECHNICAL ASSISTANCE GROUP. .
STATE/LEA AD HOC TEAMS . . . .
SCHOOL DISTRICT TEAMS . .
resource identification
resource development
training
consultation
technical assistance
PEER DISSEMINATION NETWORK . . . . .
Resources linked by NIN to State Technical Assistance Group
State's Comprehensive Personnel Development Coordinating Unit
Diffusion Dissemination Planning Process

With each succeeding group of school district adopters, the state's technical assistance group could form ad hoc resource groups to meet emerging or identified needs. The processes the state group used included assessing state and local needs, developing and identifying resources, creating training forums to meet statewide needs, verifying and evaluating pilot and model programs, and providing other forms of technical assistance and consultation.

What Did We Accomplish and Learn from States' NIN?

Three states participated in the NIN states component: Colorado, Indiana, and Maine. These three states were selected based upon their unique geographical and regional differences, population density, type of school organization, state agency size, and motivation to participate. Each state was asked to support convening costs ($20,000) for LEA participants and to support model district implementation ($120,000) for each of the three years of the project. The initial NIN federal investment was approximately $60,000-$80,000 per state per year. These dollars covered NIN personnel, travel, and state planning team site visits to national NIN REGI model projects. Consultants were also supported by NIN to provide on-site assistance in either planning or implementation. In Indiana, the NIN/SEA model was extended to allow all districts in the state to develop their own LEA CSPD models. In support of this extension, over $240,000 for 1979-80 and $300,000 for 1980-81 was added to increase NIN/Indiana staff, increase the number of participants and districts (18 to 63), and increase support for implementation from $120,000 per year to over $225,000. The NIN effort became integrated into each state's CSPD plan, in part through major Part B SEA discretionary grant programs.

Over the three years, a wide variety of local administrative units were represented by local planning teams. Maine, Colorado and Indiana have different configurations of local units, from individual towns in Maine, to BOCES serving wide geographical areas in Colorado, to special education coops in Indiana. Participating districts included large urban areas (e.g., Denver Schools), suburban areas (e.g., Littleton Schools in the Metropolitan Denver area), and rural and/or remote areas (e.g., Wray and Rifle, Colorado). District pupil size also varied from 350 students, K-8 in Raymond, Maine to 20,000 students in Jefferson County Schools in Colorado. A wide range of social and cultural characteristics were also represented from Yankee small towns to large ethnic and racial minority populations in some of the large urban areas. Incidence of poverty and handicapped populations also varied across the participating districts.

The selection process for participating districts varied somewhat across the three states and was negotiated with the SEA based on their procedures. In all cases, however, districts participated on a voluntary basis regardless of the selection criteria and processes. Six districts (some states included more) were selected each year in each state to receive training in the planning process with implementation to follow the next year with some state funding to support staff development activities. In Indiana, the state broadened the effort to extend into a fourth year (currently in process) and to include potentially all the districts within the state.

The local planning teams represented the same diversity as the districts they represented. Identification and selection of team members was left to the agencies involved. Agencies used different procedures including appointment by administrators, self-selection and peer nomination.

No matter what procedure was used, agencies were encouraged to involve a cross section of staff from a variety of roles and constituencies, e.g., general and special educators, and administrators and teachers. Most of the team members had little prior experience working with one another. The teams ranged in size from five to thirteen members. The average team had six to eight members.

The numbers of personnel directly trained by the project are presented in Figure 5. Included are both local district and state cadre training members.

EVIDENCE OF EFFECTIVENESS

Implementation of this planning process has been adaptive in nature. The critical elements of the planning process were emphasized in the training curriculum used with local district planning teams. Within the planning framework presented, local planning teams were encouraged to modify and adapt specific strategies to identify local needs and resources and to develop local plans to address those needs, building upon the identified

Figure 5

NUMBER OF PERSONNEL TRAINED AS PLANNERS IN INDIANA, MAINE, COLORADO

Year	LEA Personnel				SEA Personnel		IHE, Other		Totals
	Regular Ed. Instruction	Special Ed. Instruction	Regular Ed. Administrative	Special Ed. Administrative	Regular Ed.	Special Ed.	Regular Ed.	Special Ed.	
1978-1979	47	21	34	16	9	21	1	6	155
1979-1980	87	49	70	27	21	17	0	0	271
1980-1981	71	51	50	41	10	8	5	18	254
Totals	205	121	154	84	40	46	6	24	680

resource base. Consequently, the staff development plans that were developed and implemented using this planning process differ from district to district though all used the same process to arrive at the plans. Few single measures of the effectiveness of these staff development plans are appropriate given the diversity of personnel development needs and resources across all the involved districts. Each district has, however, a plan to evaluate the effectiveness of its own plan.

District Data Collection Process

Data on the districts were gathered using a variety of strategies. When districts in the three states applied to participate in the planning effort, they reported their current staff development activities on the application itself. Part of the participation process involved the submission of periodic status reports by local districts to the State Education Agencies, as well as onsite visits by the SEA to further monitor the LEA program effectiveness. These reports and visits continued throughout the year that plans were being implemented. In this way, participating districts continued to provide information about their progress on their plan development and implementation.

The comprehensive staff development plans developed as a result of the planning process were evaluated by the State Education Agencies in each state using criteria based on the Quality Practices identified above and the Comprehensive System of Personnel Development (CSPD) requirements of PL 94-142. Though there were a few differences in the way the criteria were stated for each of the states, the essence of the quality practice statements were quite similar across the three. The SEAs evaluated the plans against the criteria and provided funding for implementation for those plans that met the stated criteria.

For data collection consistency the following two terms were carefully characterized.

A comprehensive staff development program is characterized by:

- a wide range of activities occurring on on-going basis (i.e., teachers helping other teachers in buildings, frequent workshops, etc.)
- addressing the previously identified needs of a wide variety of school personnel (i.e., special and regular educators, administrators, support personnel, etc.)
- utilizing quality practices in inservice education (i.e., use of local/existing resources, involvement of administrators, etc.)
- an interrelationship of the staff development activities so that they fit together into a cohesive whole (i.e., not just a series of one-shot workshops on unrelated topics but a workshop series in which one session builds upon the skills developed in the previous one.)
- being integrated into the school organization as a priority area (i.e., not a separate staff academy that has little relationship to the daily life in schools.)

The collaborative planning process used by local planning teams is characterized by:

- a group that collectively uses each others' different skills in planning and problem solving rather than relying upon one or two individuals to do most of the work.
- greater involvement and investment by team members than is typical in participatory or cooperative team efforts.
- a group that over time functions as a whole using the individual strengths that each member brings.

EVIDENCE FOR CLAIMS

Claim: Using the planning process, local teams can develop comprehensive plans that meet criteria of quality practices in inservice education.

Evidence: Data from participating districts

Number of local districts participating in learning the collaborative planning process

	Year I	Year II	Year III	Year IV*	Total
Colorado	6	11	5	4	26
Maine	6	6	9	9	30
Indiana	6	14 (data from 12)**	20***	19***	59
Total	18	31	34	32	115 (data from 74)

*Year IV is the current year, 1981-82. Though the project is no longer receiving federal funding from the Division of Personnel Preparation, in all three states the state education agency is continuing to provide assistance to districts learning the planning process for the first time.

**For Year II, data is available for 12 of the 14 participating districts at this time. Percentages reported later are based on available data or using 12 as the total.

***For both Year III and IV in Indiana, district data is not available at this time and is, therefore, not included in subsequent charts.

Number (and percentage) of participating districts with comprehensive staff development programs prior to the intervention

	Year I	Year II	Year III	Year IV	Total
Colorado	0 (0)	0 (0)	0 (0)	data unavailable	0 (0%)
Maine	0 (0)	0 (0)	0 (0)	0 (0)	0 (0%)
Indiana	0 (0)	1 (10%)*	data unavailable	data unavailable	1 (6.7%)
Total	0 (0)	1 (3.2%)	0 (0)	0 (0)	1 (1.4%)

*Data available for 10 of the 14 districts.

Number (and percentage) of participating districts with a collaborative staff development planning process prior to the intervention

	Year I	Year II	Year III	Year IV	Total
Colorado	*1 (16.66%)*	*2 (18.18%)*	*1 (20%)*	data unavailable	*4 (18.18%)*
Maine	*0 (0)*	*0 (0)*	*0 (0)*	*0 (0)*	*0 (0)*
Indiana	*1 (20%)**	*3 (30%)***	data unavailable	data unavailable	*4 (20%)*
Total	*2 (11.8%)*	*5 (18.5%)*	*1 (7.1%)*	*0 (0)*	*8 (11.9%)*

*Data available for five of the six districts.

**Data available for 10 of the 14 districts.

Number (and percentage) of participating districts producing plans after training period

	Year I	Year II	Year III	Year IV	Total
Colorado	*5 (83.3)*	*11 (100)*	*5 (100)*	*4 (100)*	*25 (96%)*
Maine	*6 (100)*	*6 (100)*	*9 (100)*	*9 (100)*	*30 (100%)*
Indiana	*6 (100)*	*12 (100)*	data unavailable	data unavailable	*18 (100)*
Total	*17 (94.4%)*	*29 (100)*	*14 (100)*	*13 (100)*	*73 (98.6%)*

Number (and percentage) of participating districts whose plans met established state criteria and were funded for implementation

	Year I	Year II	Year III	Year IV	Total
Colorado	*5 (83.3)*	*11 (100)*	*5 (100)*	*review not yet done*	*21 (95.5%)*
Maine	*5 (83.3)*	*6 (100)*	*9 (100)*	*9 (100)*	*29 (96.7%)*
Indiana	*6 (100)*	*12 (100)*	data unavailable	data unavailable	*18 (100)*
Total	*16 (88.9%)*	*29 (100)*	*14 (100)*	*9 (100)*	*68 (97.1%)*

Discussion: Only one of the 72 districts (out of 115 participating) for whom complete data is available had a comprehensive staff development program (as defined above) prior to becoming involved in the project. Eight of 67 of those districts were already using a collaborative planning process for staff development prior to the intervention. Seventy-three of seventy-four districts for whom data is available produced comprehensive staff development plans after training in the planning process. Of the 70 plans that have been reviewed to date, 68 have met the established state criteria to be eligible for state funding for implementation.

Claim: Plans so developed are implemented in local districts and continue once state funding is withdrawn.

Evidence: Data from participating districts

Districts that participated in learning the planning process in Years I-III have begun implementation. Year IV districts are completing their planning process and will implement programs in school year 1982-1983. In Colorado and Indiana, the state provided funding for the first year of implementation with the local districts picking up funding after that. Maine provided two years of state funding for local programs. Data reflects this timing and is only complete for districts who participated in Year I and are involved in the third year of implementation

Number (and percentage) of participating districts implementing comprehensive staff development plans in the year following training in the planning process (Total possible N of 83, data available for 61)

	Year I	Year II	Year III	Total
Colorado	*4 (66.7)*	*11 (100)*	*5 (100)*	*20 (90.9)*
Maine	*2 (33%)*	*6 (100)*	*9 (100)*	*17 (81%)*
Indiana	*6 (100)*	*11 (91.7)*	*data unavailable*	*17 (94%)*
Total	*12 (66.7%)*	*28 (96.6%)*	*14 (100%)*	*54 (88.5%)*

Number (and percentage) of participating districts continuing comprehensive staff development programs after state funding was withdrawn (Total possible N of 32, data available for 29)

	Year I	Year II	Total
Colorado	4 (66.7)	not applicable	4 (66.7%)
Maine	2 (33.3)	not applicable	2 (33.3%)
Indiana	5 (83.3)	8 (72.7)	13 (76.5%)
Total	11 (61.1%)	8 (72.7%)	19 (65.5%)

Number (and percentage) of participating districts continuing to use the collaborative planning process after the first year of training for staff development purposes (Total possible N of 83, data available for 60)

	Year I	Year II	Year III	Total
Colorado	4 (66.7)	11 (100)	5 (100)	20 (90.9%)
Maine	2 (33.3)	6 (100)	9 (100)	17 (81%)
Indiana	5 (83.3)	7 (63.6)	data unavailable	12 (70.6%)
Total	11 (61.1%)	24 (85.7%)	14 (100)	49 (81.7%)

Discussion: Eighty-three of the 115 participating districts are at the stage where they could have implemented staff development programs following one year of training in planning. Of the 61 districts for whom data is available, fifty-four did implement their plans for comprehensive staff development programs in the year following planning. Forty-nine continued to use a collaborative planning process for staff development after their first year of participation.

Claim: The planning process can be used in other local district efforts in addition to staff development.

Evidence: Data from participating districts

Number (and percentage) of participating districts using the collaborative planning process for other district purposes and programs beyond staff development (Total possible N of 83, data available for 38)

	Year I	Year II	Year III	Total
Colorado	*3 (50%)*	*6 (54.5)*	*3 (60)*	*12 (54.5%)*
Maine	*DATA UNAVAILABLE FOR MAINE*			
Indiana	*2 (40)*	*7 (63.6)*	*Data unavailable*	*9 (56.3%)*
Total	*5 (41.7%)*	*13 (59.1)*	*3 (60)*	*21 (55.3%)*

Discussion: Over one half of the districts for whom data is available are using the collaborative planning process for other district activities.

Statewide Data Collection Process

Data were also collected across the three states from both those involved as participants on planning teams and other educators not directly involved with the project.

The purpose of this study was to determine whether selected educators' thought structures related to implementing the personnel development mandate associated with PL 94-142 changed during the period of NIN sponsored activities. More specifically, the ways in which the different groups of educators perceived the relationships between the National Inservice Network and their jobs as well as other key concepts or entities related to inservice efforts required under PL 94-142 were assessed. Then, whether changes occurred over a three year period in the relationships between these concepts as reflected in the educators' thought structures was estimated.

Method

Instrumentation

A forced choice paired-comparison pencil and paper instrument was developed after considerable discussion with a small group of persons representing regular education classroom teachers and administrators, special education teachers and administrators, and NIN staff. Ten concepts thought to be directly related to the regular education inservice mandate required by the PL 94-142 initiative were included on the instrument. Additional relevant concepts could easily have been generated. However, 44 comparisons between concepts (10 with 9, 9 with 8, 8 with 7, etc.) seemed to be the maximum number that would be tolerated by participants. The ten concepts were: (1) hindering (a concept included as an "artificial anchor" or negative point of reference); (2) my job (considered the "target" concept as the regular education inservice emphasis was to prepare teachers and administrators to deal more effectively with handicapped students in their classrooms); (3) regular education, (4) special education, (5) inservice education, (6) change, (7) useful, (8) collaborative planning, (9) National Inservice Network, and (10) state education agency (SEA).

Subjects

Three states participating in the study were Maine, Indiana, and Colorado: eastern seaboard, midwest, and western mountain region. Three groups from each of three states comprised the subject pool. The first group, special educators (n=251), consisted of all the persons responsible for coordinating special education inservice activities in each school district or cooperative in the three states. The second group, regular educators (n=241), consisted of the persons in each district or cooperative responsible for coordinating regular education inservice in the respective district or cooperative. The third group, planning team members (n=112), was made up of educators representing different instructional administrative responsibilities and levels from the 18 districts or cooperatives within each of the three states that had agreed to participate in the first year of the NIN facilitated collaborative problem-solving and planning process.

Procedures

The data were collected through three administrations of the same form of the instrument described above. The first administration took place in the Winter of 1979 (Year 1); the second administration was conducted during the Winter of 1980 (Year 2), and the third and final administration was conducted during the Spring of 1981 (Year 3). Two additional mailings were conducted in each year to increase the response rate.

Respondents were asked to estimate how different or how far apart each of the ten concepts listed above was from every other concept. Distance between concepts was measured in units, so that the more different a respondent thought two concepts were, the greater the distance and more units apart the concepts were from each other. The instructions for completing the instrument provided several examples and also indicated there were no "correct" answers. Respondents were reassured that providing their own best estimate of the distances between each pair of concepts was sufficient for the purposes of the study. Permission was given to respondents to omit certain comparisons if they were unable to estimate the distance between the respective pair of concepts.

The response rates were negatively influenced by three factors: First, most respondents had not had prior experience with a self-administered forced-choice paired comparison instrument of this type. Some reported becoming frustrated while completing the form, a typical reaction resulting from respondents being unable to determine "correct" answers or what the instrument is attempting to assess. That is, respondents were unable to discern what constituted socially acceptable or "correct" responses.

Second, the organization conducting the study (NIN) was not very well known, particularly in Year One. The letters of support from state department of education officials that accompanied the instrument did not necessarily have a positive impact on respondents' willingness to participate. (As will be discussed later, it was learned during Year One that the state departments of education in the three states were not considered particularly helpful by local district educators). Third, fluid participation (see Cohen, March, & Olsen, 1972), primarily on the part of local district planning team members, served to artifically depress potential response rates. For example, an estimated 30 planners who were active in Year One chose not to participate in the project in Years Two and Three (some left the district, several accepted positions with their respective state department, most returned to their regular teaching assignment). Therefore, perhaps as many as one-third of the Year One planners were no longer eligible for completing the instrument in Years Two and Three. To a lesser extent, fluid participation also negatively influenced the response rates of district coordinators of regular education and special education inservice activities. Inservice coordination responsibilities were often rotated among staff. As a result, an estimated 15 respondents from Year One became ineligible in subsequent years because they no longer coordinated inservice activities. Finally, some regular and special education sampled in Year 1 became planners and were ineligible for continued study and comparisons.

The thought structures reported below reflect only the respondents completing the instrument all three times. Although the total numbers in each group are small, the findings are consistent with other data gathering efforts in each of the states (see Owens, 1980, 1981). Also, a comparison of the thought structures of those educators completing the instrument three times with that of their counterparts who completed the instrument only in the first year. However, planners who completed the instrument all three years (continuing) were different from those planners who completed the instrument in the first year only (non-continuing planners). Continuing planners closely identified with the role and functions of the SEA and NIN and perceived inservice education and collaborative planning to be useful and related to their jobs. This was not the case for non-continuing planners. Apparently, planners who participated in the study all three years were more committed from the beginning to implementing the mainstreaming mandate and to NIN sponsored activities than those who dropped out.

Data Analysis

Multidimensional scaling (Kruskal & Wish, 1978) procedures were used to format the data for comparison. Multidimensional scaling (MDS) empirically determines the relationships between dimensions or "factors" (as in factor analysis) that exist between certain concepts. That is, the logarithmatic solution used to generate the relationships between concepts (a spatial configuration in N dimensional space) identifies as many different thought structure patterns as persons use when thinking about the concepts. The first dimension or thought structure pattern that emerges accounts for more variance than the second, the second more than the third, and so on.

For example, consider the task of comparing Russia with China. Some individuals tend to equate any communist country with negative images and probably think of Russia and China as quite similar. However, persons trained as political scientists may consider the differences between these two countries to be striking, particularly with regard to social structures as compared to governing processes. Therefore, the thought structures of two groups of political scientists used to compare these countries may be quite different. Using MDS to describe the underlying structures that persons used to compare concepts provides a more comprehensive understanding of the thought structures associated with behavior. With this information, strategies can be designed to encourage ways of thinking consistent with, for example, innovations or legally mandated policy shifts.

The stress indicator is used to determine how many additional dimensions or thought structure patterns are required to explain the relationships between concepts used by respondents. In this study, three dimensions accounted for at least 81% of the variance in various respondent groups' in ways of viewing the target concepts; therefore, the reported results reflect three dimensions or thought pattern structures.

Results

Because the relationships between thought structures of groups within each of the states were similar, the data are aggregated by respondent group across the three states. Space limitations do not permit an analysis of the changes and thought structure patterns of each group for the three year period or graphic representations for all these dimensions for each group. Therefore, only the thought structures (for Years One and Three) are represented in figures and discussed.

Year One

Local Planners. The thought structure pattern (Dimension I) that accounted for most of the variance was anchored on one end in three dimensional space by the concept "hindering" and at the other end by the concepts "my job", "change", "collaborative planning", "useful", and "NIN". This thought structure pattern was labeled Role Efficacy to indicate the relative importance of these concepts for respondents' responsibilities as members of district planning teams (Figure 6).

The second most important thought structure pattern was anchored by "NIN", "SEA", and "inservice" on one end and "regular education" and "my job" on the other. This way of thinking seemed to reflect a split between the Innovative and the Traditional. That is, the Innovative cluster was represented by different ways of behaving mandated by PL 94-142 and supported by both the NIN and SEA through the design and delivery of inservice activities.

The thought structure pattern that accounted for the smallest amount of variance was anchored by "change" and "inservice education" on one side and by "regular education" and "SEA" on the other. In this pattern, labeled Subconscious Skepticism, planners seemed to question whether regular education and the state department could be influenced or modified through inservice activities.

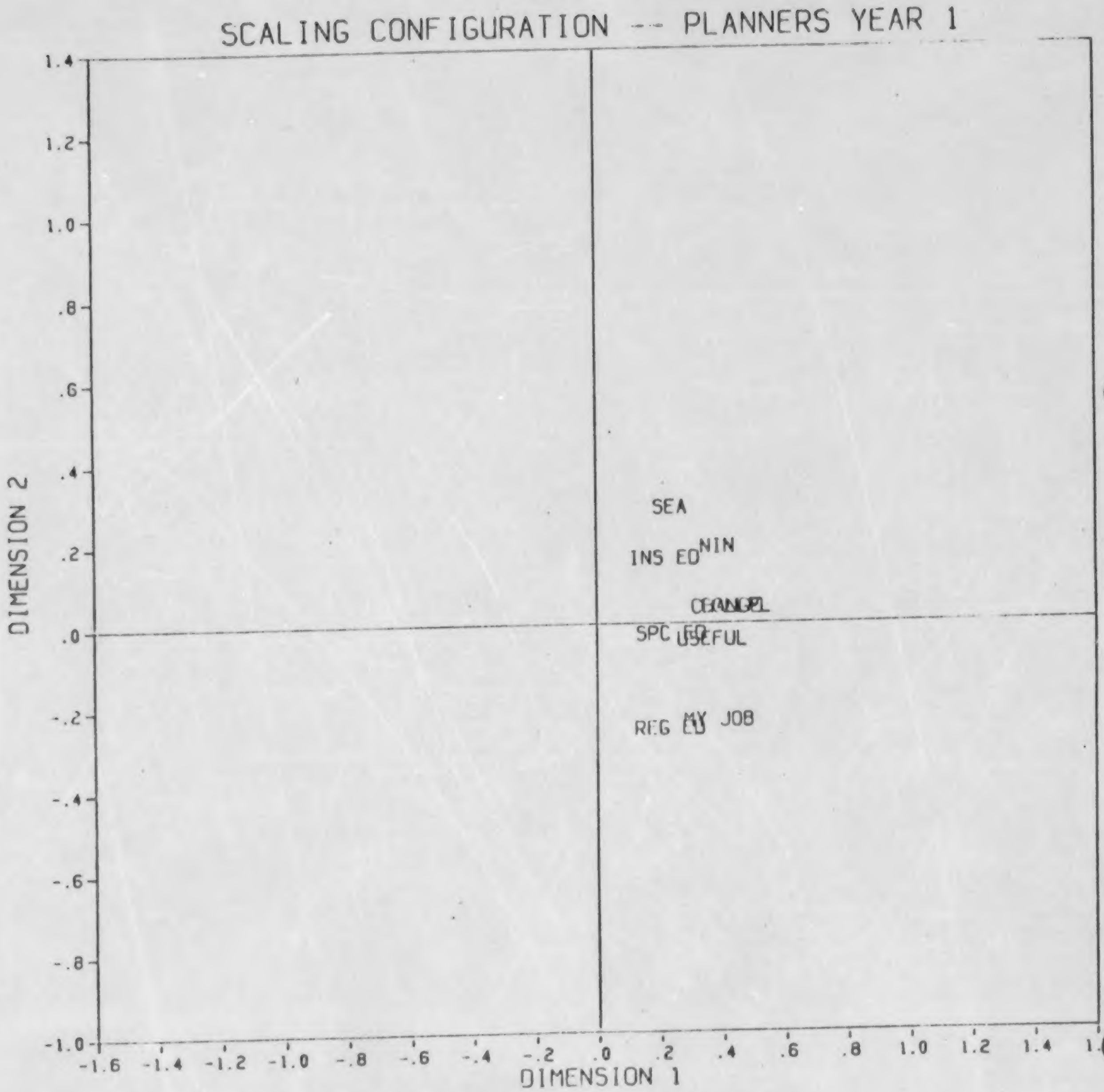
Regular Educators. The primary thought structure pattern of regular educators was similar to that described above for planners and was anchored by "hindering" on one end and "collaborative planning", "my job", and "useful" on the other (Figure 7). Close to "hindering" was the state department of education (SEA). The Role Efficacy label, used to describe planners, also seemed appropriate for regular educators. The second thought structure pattern was anchored by "NIN" on one end and "regular education" on the other and was labeled The Known vs. Unknown. The final thought structure pattern was anchored by "inservice" and the "SEA". In general, respondents tended to view the state department as an intrusive regulatory agency (recall that "inservice" was located near "hindering" on the Role Efficacy dimension), and respondents' previous inservice experiences were not considered helpful or rewarding. Because neither of these anchor concepts were perceived as positive, this pattern was labeled Between the Devil and the Deep Blue Sea .

Special Educators. The primary thought structure pattern used by special educators was anchored by "regular education", "useful", and "my job" on one end and "NIN" and "hindering" on the other (Figure 8). This seemed to suggest little interest in assistance from the NIN for performing useful job related activities. A possible interpretation is that special educators perhaps perceived the SEA as having contracted with a federally funded, third party (NIN) to provide technical assistance characterized as Whelping Hands Dressed in Velvet Gloves. The second thought structure pattern was anchored by "hindering" on one end and "collaborative planning" and "useful" on the other and seemed to underscore special educators' interest in attaining mainstreaming goals. The final thought structure pattern was anchored by "change" and "inservice" on one end and "SEA" on the other, similar to the regular educator pattern in which neither "inservice" nor "SEA" were viewed as particularly helpful. Therefore, the Devil and the Deep Blue Sea interpretation remained applicable.

Year Two

Local Planners. In the second year of the collaborative planning process, planners' thought structure patterns were quite similar to those exhibited in Year One; therefore, the same labels were appropriate. However, two changes are worthy of note. First, all concepts except hindering were

Figure 6


SCALING CONFIGURATION -- PLANNERS YEAR 1
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1.2
1.0
.8
.6
.4
.2
.0
-.2
-.4
-.6
-.8
-1.0
-1.6
-1.4
-1.2
-1.0
-.8
-.6
-.4
-.2
.0
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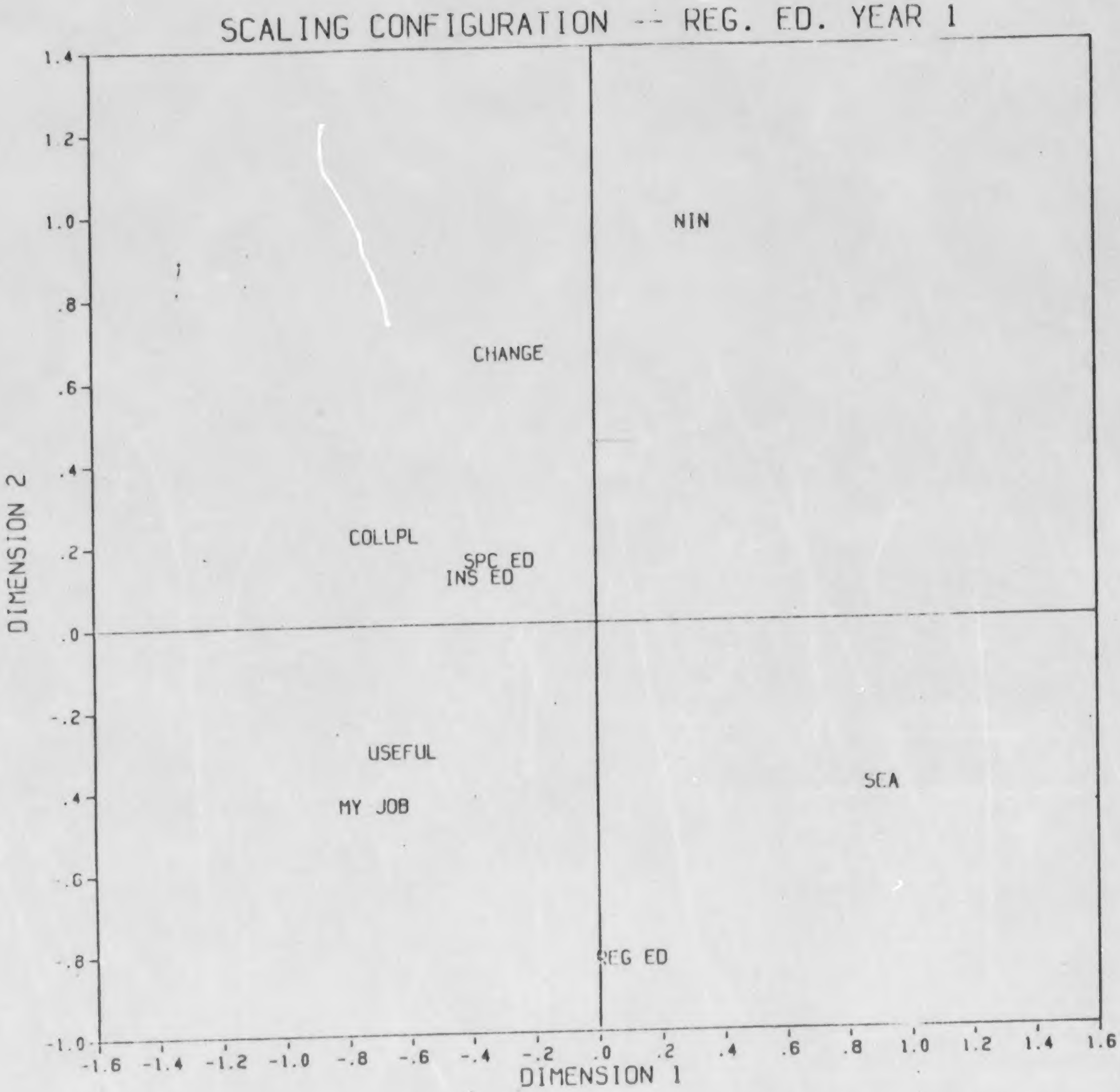
SEA
INS ED
NIN
CBANGEL
SPC ED
USEFUL
REG ED
MY JOB

L

Figure 7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DIMENSION 1
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1.2
1.0
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.6
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.2
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-.2
-.4
-.6
-.8
-1.0
-1.6
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-1.0
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-.4
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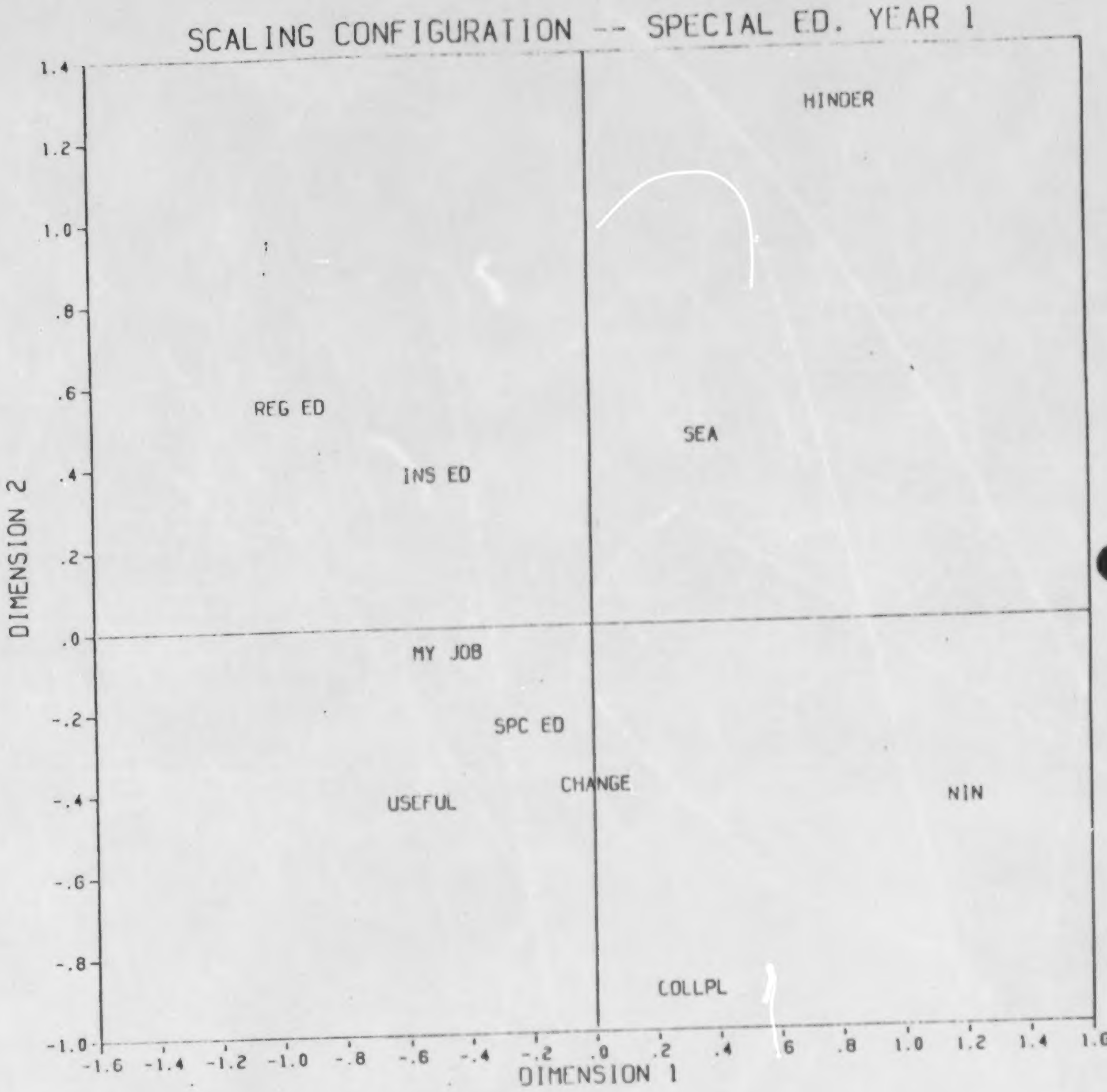
NIN
CHANGE
COLLPL
SPC ED
INS ED
USEFUL
MY JOB
SCA
REG ED

Figure 8


SCALING CONFIGURATION -- SPECIAL ED. YEAR 1
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1.0
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.0
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1.0
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1.4
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HINDER
REG ED
SEA
INS ED
MY JOB
SPC ED
CHANGE
NIN
USEFUL
COLLPL

more tightly clustered on the two most important thought structure patterns, Role Efficacy and Innovative vs. Traditional. Second, the distances between anchor concepts as well as the remaining concepts in the third pattern decreased.

Regular Educators. The first two thought structure patterns in Year Two were quite similar to those exhibited by regular educators in Year One. However, the third pattern changed slightly in that "collaborative planning" and "change" moved closer to the concept of "my job", perhaps indicating regular educators increased awareness of the importance of their role in planning and changing the school environment to enhance the education of handicapped children (Innovative vs. Traditional).

Special Educators. Several dramatic shifts occured in the respondents' throught structure patterns. The concepts "NIN", "collaborative planning", and "SEA" all moved closer to the target concept, "my job". On the second dimension, "NIN" became much more closely associated with the activities of special educators "jobs" and were perceived as being more "useful". The third thought structure pattern remained essentially the same.

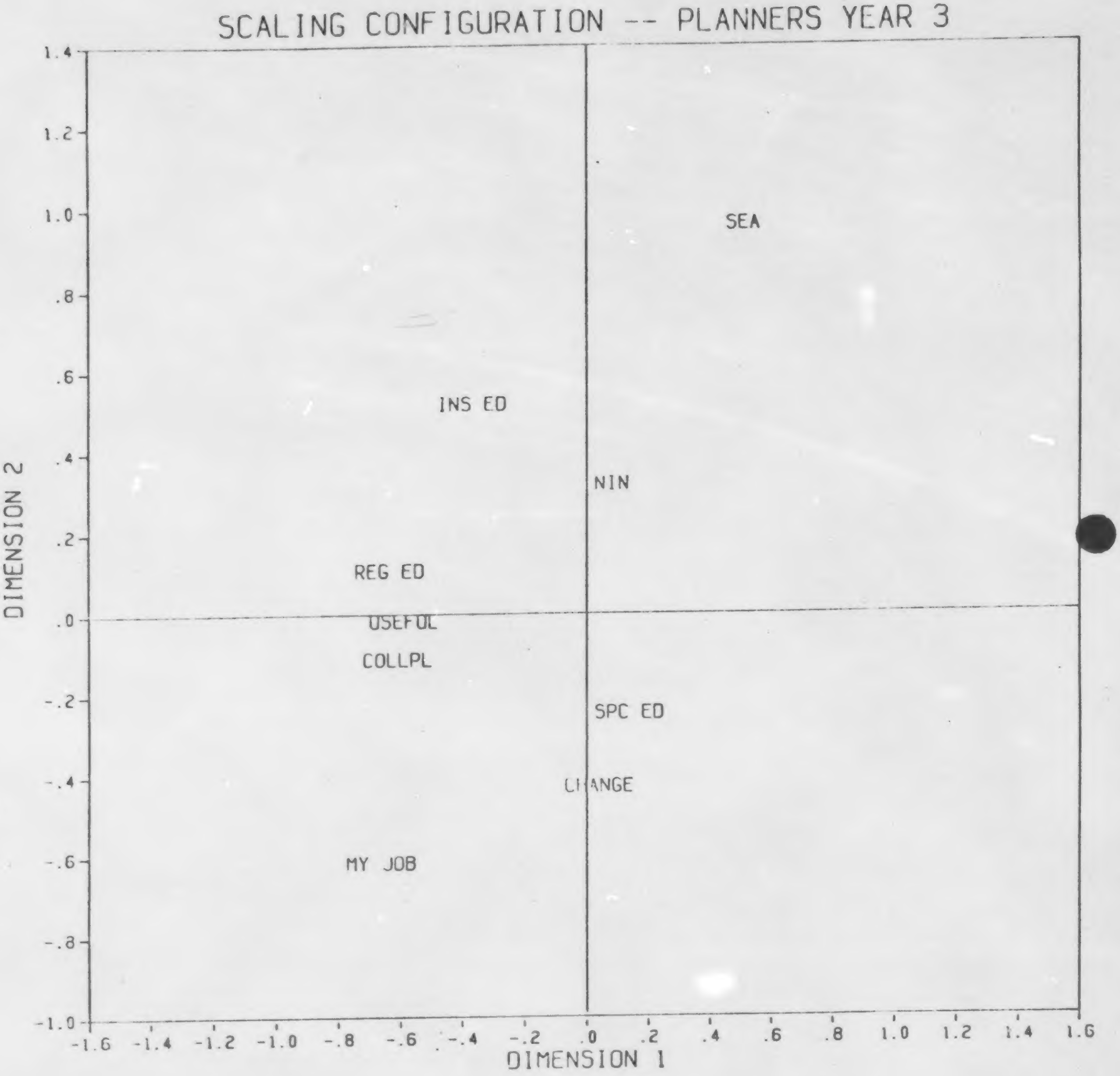
Year Three

Local Planners. The tight clustering that characterized the primary thought structure patterns of planners became somewhat dispersed in Year Three. "Hindering" still formed an anchor as did "my job", "collaborative planning", "regular education", and "inservice" (Figure 9). Thus, the Role Efficacy label still seemed valid. The most notable shift on the second thought structure pattern was the movement of "change" toward "my job" and the switch in positions of "regular education" and "special education". The most notable shift on the final thought structure pattern showed that "my job", "useful", "regular education", "special education", and "SEA" all moved closer together to form an anchor with "change", "collaborative planning", "inservice", and the "NIN" on the other end.

Regular Education. A number of important concepts became more tightly clustered in the primary thought structure pattern evidenced by regular educators in the third year (Figure 10). All the concepts except for "hindering" tended to draw closer together. This also happened to a lesser extent on the second pattern. In the third thought structure, "inservice" became more closely identified with the "SEA", "useful", and "my job".

Special Educators. The primary thought structure pattern for special educators became more tightly clustered, particularly when compared to Year One. The significant movement of the "SEA" toward "inservice education" and "my job" reflected the importance of recognizing the value of educational innovations to their own work. Respondents may have intimated a preference to "do things themselves" without the assistance of inservice activities or the efforts of the state department. Another way of expressing this attitude is "we will call you when we need you, but please be available whenever we call." A new label may be appropriate to reflect the independence of special education respondents in identifying new classroom and personal or professional behaviors; Don't Tread On Me.

Figure 9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SEA
INS ED
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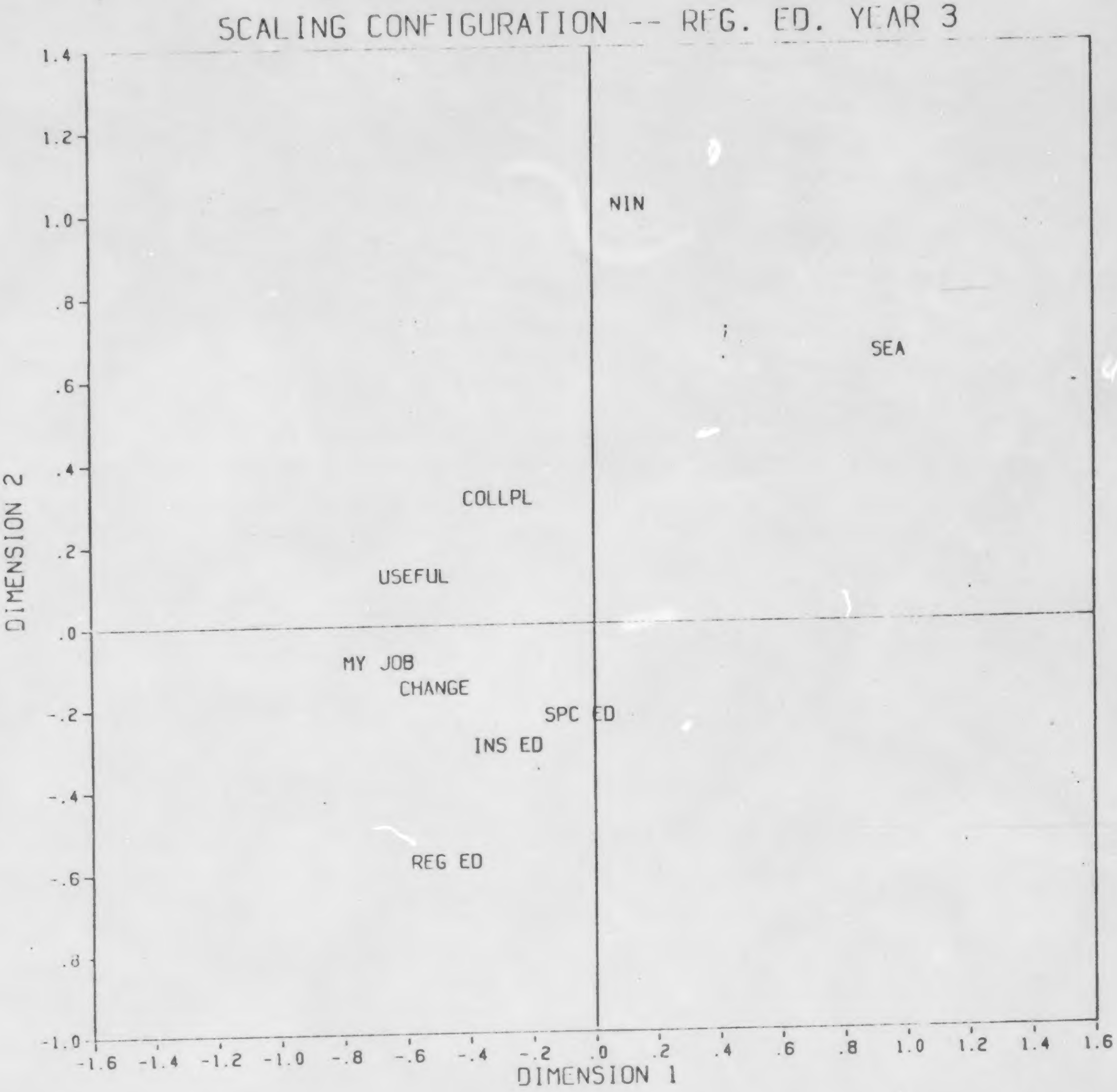
REG ED
USEFUL
COLLPL
SPC ED
CHANGE
MY JOB

Figure 10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-1.0
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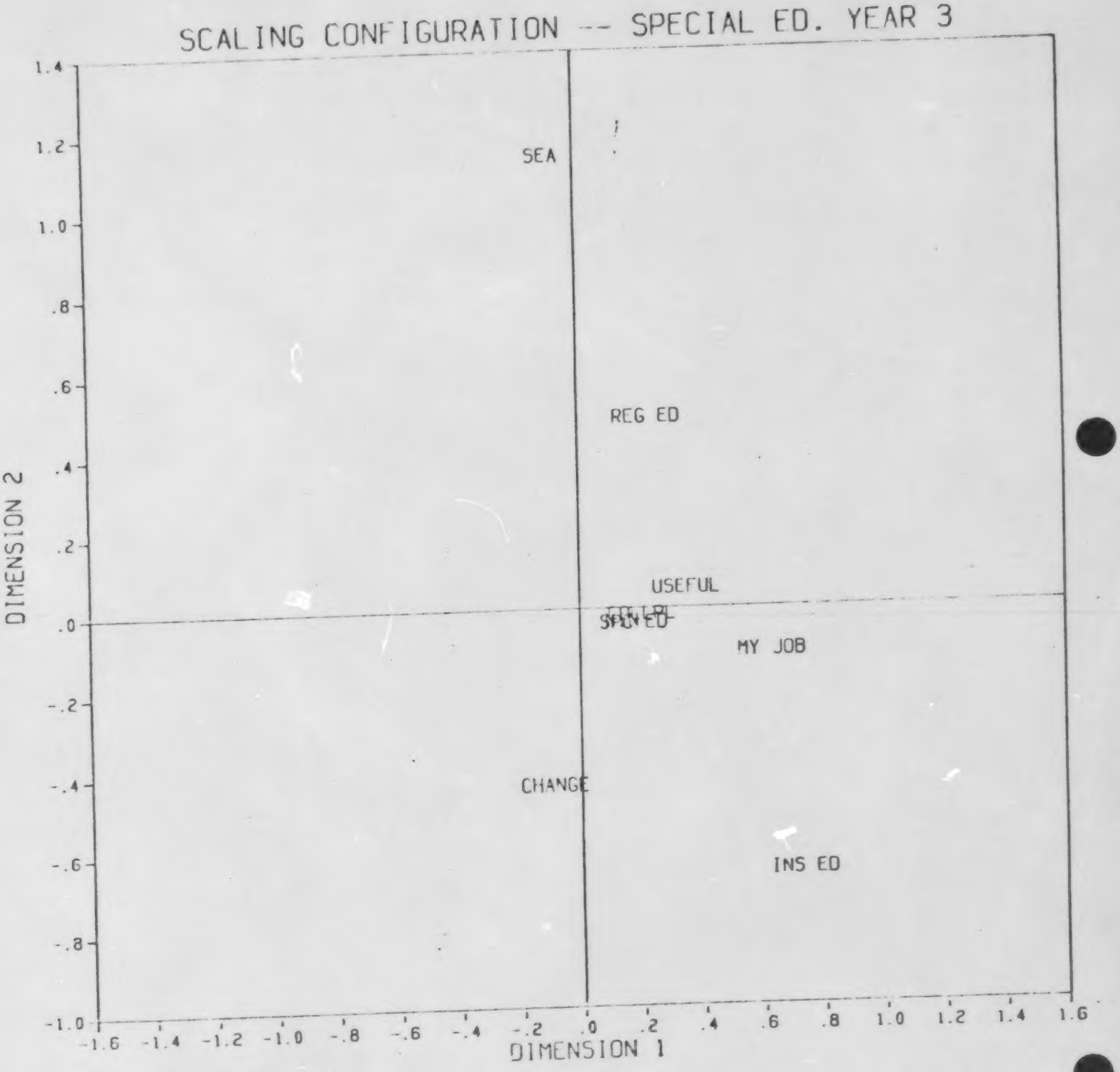
NIN
SEA
COLLPL
USEFUL
MY JOB
CHANGE
SPC ED
INS ED
REG ED

Figure 11


SCALING CONFIGURATION -- SPECIAL ED. YEAR 3
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SEA
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USEFUL
SPEC ED
MY JOB
CHANGE
INS ED

Discussion

The findings from qualitative studies of participants' perceptions of their involvement in the NIN project supported these reported changes in the thought structures of regular educators, special educators, and local planners. Participatory planning activities seemed to be linked to an increased sense of role efficacy and a desire to participate in and influence decisions about staff development efforts. This was especially true for teachers.

During Year One, it was expected that the three target groups (planners, regular educators, and special educators) would essentially view the project with cautious pessimism. Expecting a type of "trickle down" approach usually associated with federal mandates, their skepticism was exacerbated by generally negative experiences with their respective state departments of education as well as from previous participation in uninspiring inservice education activities. Also, the vehicle used to encourage collaborative planning and participation in locally designed personnel development activities, the National Inservice Network, was an unknown entity. Finally, the tasks associated with the mainstreaming mandate (e.g., individualized educational programs for handicapped children and adapting instructional materials) were not particularly salient as far as many regular educators were concerned due to time constraints, class size ratios, and lack of incentives for participation of teachers and administrators.

In general, members of local planning teams were quick to identify with their roles as participants in a collaborative planning effort (Role Efficacy) as reflected by the clustering of "my job", "useful", and "collaborative planning". Respondents' responsibilities as members of planning teams required new ways of behaving mandated by PL 94-142 (Innovative and the Traditional). However, planners were unsure (Subconscious Skepticism) whether regular educators and state department personnel could be influenced through the collaborative planning process.

The first two thought structures used by regular educators were similar to those of planners. However, the third structure pattern (Between the Devil and The Deep Blue Sea), perhaps reflected regular educators' disappointment with previous experiences with inservice activities and the role of the state department of education. Special educators' thought structures in the first year were similar enough to those of regular educators to use the same labels.

In Year Two, distances between clusters of key concepts were reduced for all three groups. These shifts suggested that planners become more comfortable with the tasks associated with designing inservice activities and recognized the importance of key concepts to their work; therefore, distances between concepts decreased.

The reduced distances suggested that special educators became more interested in collaboration as a way of increasing their effectiveness.

By the end of Year Three, the distances between the concepts generally had increased, probably indicating a more differentiated understanding and deeper appreciation of the behaviors represented by the concepts. For example, as a result of their experience, local planners became more sensitive to the nature of their respective roles as change agents and realized that special education personnel as well as regular educators could benefit from staff development activities. Some concepts became more tightly clustered for regular educators. For example, over the period of time covered in this study, the state department was perceived as more helpful and "inservice" was considered more "useful" to respondents' "jobs". A similar phenomenon occurred for special educators concerning "SEA", "inservice", "my job".

Conclusion

Changes conducive to implementing the planning mandate occurred in selected educators' thought structures during the three year NIN intervention. These changes reglected tighter "couplings" or collaboration within local districts and across different educational levels (local and state department). In general, the findings were consistent with three key "best practices in inservice education (i.e., participatory planning, school building level implementation, and top-level administrative support) that contribute to a climate facilitative of continuous personnel development (Hutson, 1979; Joyce, 1976).

The findings are also consistent with a recent review of the organizational development literature (Fullan, Miles, & Taylor, 1981). Task specific work groups composed of internal change agents are more likely to succeed in innovation efforts and more likely to support the innovation after the initial cycle of activity. The use of external consultants -- especially during entry, start up, and transition phases enhances the internal team's development and potential success. The internal team must gain ownership of the planning process for successful implementation. External consultants play an important but secondary role during the implementation phase. In addition, formal attention to networking appears to be a valuable strategy to support implementation efforts and the dissemination of best practices. An informal, almost natural communication network comprised of teachers and administrators carried the message within and between planners and other educators involved with the study.

Finally, these results suggest that state agencies can fill the policy and procedural vacuum the federal government appears to be creating. Berman's guidelines have promise for matching policy and implementation for selecting appropriate strategies for state and local initiatives.

LEARNINGS OF THE STATES COMPONENT

The learnings of the states component serve to support and reconfirm the quality practice statements developed by the Quality Practices Task Force.

I. Quality Practice in Inservice Education recognizes that programs must be integrated into and supported by the organization within which they function.

- Those districts with ambitious plans yet with clearly communicated goals were most successful.
- Those teams able to secure a wide base of support within their planning districts were the most successful.
- The principal is a key person whose active support and involvement is necessary for staff development activities to have an impact particularly when building level groups are formed to plan and coordinate building level staff development activities.
- Impact of staff development efforts on special education programs varies from district to district but in general have resulted in increased cooperation and communication between regular and special education, increased acceptance of special education children into regular classes and increased awareness and knowledge about the handicapped.
- Teams need more assistance in maintaining the concepts of CSPD in their planning districts over time.
- While a significant number of participants integrated CSPD functions into their local service delivery models, others still consider CSPD plans to be linked to the availability of additional state funds.
- Participants viewed the Project as having a direct impact on special education, but perhaps having more impact on schooling practices in general.

II. Quality Practices in Inservice Education are designed to result in programs which are collaborative.

- Maintaining a balance between consultants from inside and outside of the state was seen as valuable.
- State level leadership, direction, and coordination is essential to the success of an organized human resource network.
- Staff development and inservice is a viable and valued focus for collaborative efforts among various educational units, e.g., different divisions within a SEA, Universities, etc.

- Those teams who maintained a core group to help plan and implement CSPD experienced the most successful CSPD effort.
- The formation of curriculum development task forces composed of regular and special education personnel is a powerful staff development strategy which is viewed by teachers as useful and needed.
- For many participants, the Project was the first opportunity they had to work collaboratively with individuals from varying personnel groups.
- The opportunity to work as a member of a team was an enlightening experience for some individuals.
- While many people have expertise in a variety of different areas relative to systems of staff development and inservice, few have had the opportunity to pull all the pieces together and work with LEA's.
- Provision of consultation and technical assistance can be difficult for some persons accustomed to other modes of operation, e.g., monitoring or didactic instruction.
- More training in the area of group process should be provided for teams and particularly for team leaders.

III. Quality Practices in Inservice Education are designed to result in programs which are needs based.

- Most participants expressed the opinion that the task of designing and implementing a needs assessment contributed to their development as a team and increased the clarity of the CSPD training process.
- Many of the surveys designed by team members for their needs assessment had the following errors:
    - Multiple items in one question
    - Items asked several times
    - Too short, too long
    - Did not assess all personnel groups
    - Did not include provisions for parent and community response
    - Displayed an inadequate balance of items related to inservice design and content.
- Teams require more training in the design and implementation of an ongoing needs assessment process.
- Training sessions that resulted in participants sharing knowledge and receiving support were considered useful.

- Developing ownership by new members of assistance teams involved walking a fine line between allowing a planning process to be open to adaption and flexibility versus losing critical ingredients of the process.
- Participation by members of past state level training and planning team was critical to the successful training of assistance teams.

IV. Quality Practices in Inservice Education are designed to result in programs which are responsive to changing needs.

- The substantive nature of the training led to a need to accommodate the diversity of team members' issues and concerns related to the planning and implementation of CSPD (e.g., differences between urban-rural, single district cooperatives).
- Team members reported the most satisfying training experiences to be those in which the training was individualized, i.e., those workshops which permitted them to learn information in accordance with their own preferences for rate, style and content.
- Planning teams progress at different developmental rates through the training sequence. Training sessions designed to accommodate these differences were the most effective.
- Participants provided the most positive evaluation feedback about sessions which were conducted or facilitated by their peers in the planning districts.
- Individual teachers are often their own best resource. Strategies which promoted teacher planned and delivered staff development were viewed as successful.
- Some sort of voucher system which provides for individual choice in selecting staff development activities in concert with goals of the plan were viewed as most successful by district personnel.
- Personnel from local districts who have gone through the planning process and implementation are valuable resources in providing planning and training to other districts.
- Several participants shared the opinion that the Project planning process they learned had applicability beyond the content area of CSPD.
- Management structures at the district level which meet regularly resulted in increased coordination, communication, and a renewed sense of being a district.
- Some team members experienced role changes as a result of their CSPD efforts.

- Many participants expressed a sense of self-renewal as a result of their participation in Project activities.
- Participants identified an increase in their tolerance for and understanding of the change process as a result of their CSPD efforts.

V. Quality Practices in Inservice Education are designed to result in programs which are accessible.

- Participants appreciated the opportunity to engage in planning, consultation with their colleagues, and carry out other work required for the Project away from the hectic schedules of their jobs in their planning districts.
- Participants appreciated the opportunity the workshops provided to interact in formal and informal ways with their peers throughout the state.
- Several teams used workshops as an opportunity to identify and exchange resources and support with other planning districts.
- The technical assistance provided to the participants at meetings and during on-site visits was generally viewed as clear, specific, and effective.
- A formal structure and arrangement to support individuals from various agencies coming together to work with LEAs is needed. While many persons are eager to assist local districts, commitments and responsibilities to their own jobs and situations can present problems unless arrangements are made to support assistance activities as a part of their job.

VI. Evaluation of inservice activities is an essential component of a quality program, and should be designed and conducted in ways compatible with the underlying philosophy and approach of the program.

- Participants appreciated the visible changes in training design based on the evaluative information provided to Project staff on an ongoing basis throughout the training experience.
- Participants expressed satisfaction with the design of most training sessions. Emphasis was placed on the following:
    - Modeling inservice best practices
    - Varied instructional activities (discussion, lecture, simulations)
    - Team planning time at each meeting
    - Quantity and quality of consultation provided by Project staff.

Quality Inservice Education
Recommendations for the Future:
Reaching for Quality in Educational Practice
Through Personnel Development

Introduction and Purpose

This summary report highlights the learnings of inservice participants, trainers, and researchers. For the past three years, they have been directly involved in receiving, providing, and analyzing inservice education programs to assist regular classroom teachers in their work with exceptional children and youth. Project directors and participants have learned together how to increase the skills and knowledge of a wide range of regular educators who are steadily coming into direct daily contact with handicapped and gifted children in their classrooms and schools.

The National Advisory Board of the National Inservice Network (a temporary linking agency funded by Office of Special Education and housed at Indiana University) began a planning process in the Spring of 1980 that included input from over 500 persons. This group included parents, advocates, and consumers of public education. A brief description of the national policy context and our learnings proceeds the recommendations generated during this planning process.

The purpose of this report is to guide the future role of federal planners interested in education personnel development as well as state and local policy makers and program developers by identifying planning successes and failures.

Policy Implementation Question

How does the federal government assist state and local education agencies to increase their capacities to respond to new initiatives derived from state and federal policy and professional practices?

The historical role of the federal government has been to support the development of model programs, evaluate their successes, and show the results to interested parties.

In this context, Congress become increasingly concerned about declining enrollments, teacher surpluses, and large investments in pre-service training programs for special education particularly to meet the needs of urban and remote rural areas of the nation. At the same time, Congress saw the need to help regular instructional and administrative staff plan for the inclusion of handicapped children in the least restrictive environment as specified under P.L. 94-142. Congress eventually strengthened its commitment to help the nation's 16,000 school systems by allocating ten million dollars in FY 1978 and requesting a larger proportion of the Division of Personnel Preparation's (DPP) budget be allocated to inservice under the regular education inservice (REGI) priority. The Office of Special Education and DPP believed the discretionary grant program should support model development, validation, and dissemination. This report summarizes the learnings and recommendations of those who have been engaged in this effort.

Learnings

The proper and functional role of the federal government is to stimulate the development of model programs using quality practices derived from research and observation in schools.

State agencies and local school districts need to encourage partnerships based upon a spirit of collaboration and interdependence. Together, they have created education and training programs that meet the needs of personnel assuming more responsibility for the education of children with special learning needs.

In fact, the most successful programs are those based and developed in individual school sites with principal leadership and support, where teachers define and use one another to meet their expressed needs. Extensive follow-up to inservice education sessions available during the school day yields the most benefit. Teachers are drawn to quality programs relevant to their perceived needs. Time is a critical dimension to insure success. Efforts that last less than eight days usually fail. Specific topical training with a skill focus requires a minimum of two years.

State agencies that require inservice education plans based upon the quality practice principles implicit above have the most successful statewide impact. State personnel are viewed as helpful and not hindering when they create forums for cooperative planning within and between school systems, brokering resource persons and models to planning teams for study, evaluation, or adaptation to their unique local contexts. Adaptation is preferred because it demands participatory decision-making analysis of local strengths and constaints, and commitment to follow through.

With initial external support (from federal and state agencies), local school personnel can become legitimate as trainers and on-site supporters of post training opportunities. Follow up and feedback assistance is needed to bring about observable changes in teaching practices.

In summary, helping people help themselves is the core issue in changing teaching practices. Organizational attention to methods of problem solving, goal setting, and support from principals and central office leadership is not negotiable. Without the latter, the former ends in frustration and hostility.

University and other external resources are best used in the following ways in the training enterprise. First, during the planning and design of inservice, external resources can assist in conducting needs assessment, prioritizing and selecting topics, determining organizational opportunities and constraints, and identifying local resources. Second, the actual delivery of training and periodic follow up may be facilitated through a resource back-up system to increase the skills of staff to assist one another. Third, third party perspectives enhance the design and implementation of an evaluation plan to assess outcomes, side effects, and unanticipated results. State agency personnel are in the best position to coordinate the elements of such a system.

They are also in the best position to identify national and state models to make exchanges and share local practices. Few states, however, facilitate such exchanges of information (directly to teachers) to increase effective teaching practices. Professional teacher associations have made the most recent attempts but they can not sustain their initial efforts without extensive support.

Alternative models of information and demonstration are needed. Some promising results are coming from states that have established peer dissemination networks supported by state dollars.

In summary, state agencies and universities are best cast in third party facilitator roles with internal groups of planners for personnel development. Each set of agency representatives must be knowledgeable of local structures, their strengths and constraints, and be committed to increase the local staff's capacity to solve their own problems constructively.

Clearly inservice education is a known quantity. Research has given practitioners substantative direction. If we fail to heed these quality practices, we will not only squander an opportunity to improve schools, but also increase intransigence and continue to lower the productivity and morale of teachers and administrators.

Recommendations for Local, State, University, and Federal Agencies

These recommendations are derived from three years of observations, practice, and study of regular inservice education in local education agencies. They are listed in priority order for each agency that has been a part of this national initiative. A detailed review of this planning process, principles, and goals is provided in Addendum 1. A list of specific findings and studies related to these recommendations is in Addendum 2.

Recommendations for Local Education Agencies (LEAs)

1) LEAS should use building-based teams to identify needs and deliver inservice when appropriate.
2) LEAs should encourage building principals to assist in the identification of needs and delivery of inservice to meet those needs with their respective faculties.
3) In its inservice design, LEAs should build in support mechanisms to assist inservice participants to implement new skills and knowledge in their daily work.
4) Local REGI programs should include the development of teaching skills effective with handicapped children.
5) LEA administrators, teachers, and others should identify their own resources and have opportunities (e.g. release time) to use each other as peer trainees.
6) LEAS should plan their inservice programs using demonstrated quality practices in inservice as a guide.
7) LEAs should develop inservice programs aimed at system improvement as well as individual skill development when appropriate.

8) LEAs should establish collaborative planning relationships with colleges and universities, intermediate units, state education agencies, and other resources to develop, implement, and evaluate local inservice programs.

9) Regular education inservice should be a part of an established district-wide inservice education program.

10) LEAs should design inservice within the context of the special education delivery system to enhance support and coordination of building and district resources.

11) Local inservice programs should consider using student change measures in evaluating the impact of inservice.

12) LEAs should commit sufficient dollars and other resources to establish ongoing structures for the continued operation of quality inservice programs.

Recommendations for State Education Agencies (SEAs)

1) SEAs should provide funds for inservice programs, making inservice a higher priority for both the state and local educational agencies.

2) SEAs should support the training of local personnel in the necessary knowledge and skills to plan, implement, and evaluate their own inservice programs.

Suggested Next Step

-SEAs could utilize existing, or create new, technical assistance groups to provide such training to local personnel.

3) SEAs should work with teacher organizations, universities, and others in their state to develop some consensus of the competencies needed for both regular and special education

personnel to teach handicapped children and use those competencies in developing both preservice and inservice programs.

Suggested Next Steps

-SEAs should tie certification standards to a set of validated teaching behaviors appropriate to individual instructional responsibilities.

-SEAs could tie university program approval standards to a set of validated teaching behaviors appropriate to individual instructional responsibilities.

4) SEAs should develop and support state resource systems for staff development.

Suggested Next Steps

-SEAs could create subnetworks of similar projects or programs to facilitate information exchange and communication.

-SEAs could provide access to national support systems and periodically distribute information about national and local resources to local districts.

-SEAs could maintain and update a system for identifying and accessing useful material and human resources in the state or elsewhere.

5) SEAs should create discretionary grant programs for universities (preservice and inservice) and local districts using quality inservice practices as part of the grant application criteria.

Suggested Next Steps

-SEAs should encourage local districts to develop local inservice plans including all school personnel across all instructional areas.

-SEAs should require grant applicants to demonstrate a match between the inservice intervention strategies and the nature of the problem the inservice is addressing.

6) SEAs should develop a comprehensive evaluation of inservice in the state that includes inservice related to handicapped children.

7) SEAs should identify evaluation procedures that measure the effectiveness of inservice programs in relation to their cost.

8) All preservice and inservice personnel development programs should be coordinated across the State Education Agency (Title VI-D, Title IV, Title V).

Recommendations for Institutions of Higher Education (IHE)

1) IHEs should assist local districts in becoming more self reliant and independent in inservice development, delivery, and evaluation.

2) IHEs should include representatives of target LEAs and state agencies, when appropriate, in the planning of inservice programs in insure attention to locally specific needs and shared ownership.

3) IHEs should explore the development of ongoing collaborative relationships with LEAs that could include the planning, delivery, and evaluation of inservice education.

4) IHEs should consider the support of field-based adjunct faculty employed in local schools or in intermediate units such as BOCES.

5) As primary vehicles for the transfer of knowledge and skills, provisions for practice and on-site follow up should be built into IHE-sponsored inservice.
6) IHEs should be encouraged to provide concise descriptions of available inservice practices, materials to support replication and adaptation by others, and names of consultants to help in adaptation.
7) IHEs should do more syntheses of research findings and hold dissemination activities (such as forums) for the community on current research.
8) IHEs should include knowledge and skill development in the planning, implementation, and evaluation of inservice programs as part of the preservice curriculum.
9) IHEs should provide faculty development programs to increase faculty performance in inservice roles.
10) IHEs should recognize inservice activities in the criteria for promotion and tenure.
11) To improve both preservice and inservice programs, IHEs should collect information from both former and current students.

Recommendations for Office of Special Education (OSE)

1) Application for OSE inservice grants should be reviewed using a set of planning standards, such as those established by the Quality Practices Task Force of NIN, in addition to the standard evaluation criteria currently used. This would require publicly adopting the quality standards of practice developed

by the NIN Quality Practice Task Force and the Local CSPD planning format developed by NIN State CSPD projects as frameworks for evaluating personnel preparation applications, and revising the dear colleague letter, field reader review guide, and evaluation package accordingly.

2) OSE should encourage applications that emphasize district-wide planning structures involving both regular and special education personnel in planning and implementation. These efforts should include team training and peer exchanges.

3) OSE and DPP should assist involved personnel to identify and reach consensus on the characteristics of instruction regular classroom teachers need to use in order to accommodate handicapped students. This goal could be reached by
   - Sponsoring a symposium to examine existing research and plan a future program of research and personnel preparation relating to effective instruction.
   - Supporting projects which identify critical instruction and learning practices and support their diffusion through specific dissemination designed to support adoptors.
   - Supporting projects which identify critical teaching behaviors and support their diffusion through specific dissemination grants.

4) OSE should develop a research agenda on training for the Division of Innovation and Development (DID) and others with similar purposes, to let requests of proposals (RFPs) on selected training research and encourage the dissemination of findings through national and state professional organizations of teachers, administrators, broad members, and parents.

OSE should also examine the research agenda recommended for Institutions of Higher Education and incorporate these into an OSE research plan.

5) Within OSE, the Division of Assistance (DAS) to the States should utilize the technical assistance group established by the Division of Personnel Preparation projects to lend assistance to SEAS having compliance problems with the CSPD requirement of P.L. 94-142 by

-creating linkages and communication systems between national technical assistance projects, OSE, and SEAs.

-developing a visible interdivisional coordinating office to develop programs consistent across the agency and coordinated with national objectives.

6) OSE should encourage SEA applications that organize planning and training forums to assist LEA personnel to plan, implement, and evaluate all personnel development plans (e.g. Title V).

-OSE, DPP, and DAS should organize an exemplary program dissemination meeting with Regional Resource Center personnel and state teams to discuss alternative models of state and LEA collaborative planning.

7) OSE should coordinate the dissemination of national support project activities to SEAs in order to enhance state level material and human resource networks.

-OSE should consider funding state model resource pilot projects. The Kansas Manpower System, and Indiana and Michigan Human Resources Systems are prototypes by which OSE could demonstrate how state management systems operate in relation to the total system of resources.

-OSE should consider establishing national practice files and other dissemination systems which are practice oriented.

8) OSE should consider funding some evaluation research projects to determine the efficacy of using student change measures in the evaluation of inservice education programs.

-OSE should disseminate the results and conclusions of these projects through existing education dissemination forums.

-DPP should assist DID in formulating RFPs to answer research questions related to inservice education evaluation.

-OSE should consider funding evaluation research studies to identify cost effectiveness procedures and apply those procedures to the evaluation of inservice education programs.

-OSE, through a NIN-like structure or special project, should support a task force or symposium of both project directors and experts in cost effectiveness analysis to summarize current cost effectiveness procedures and develop application strategies for inservice education.

Addendum 1

Overview of the Planning Process

Context of the Planning Effort

To understand the process used to generate this short-range plan for the REGI priority area, the social and political context within which the planning occurred needs to be reviewed. The regular-special education relationship has been a controversial one and the regular education inservice (REGI) priority is affected by that controversy. A number of factors that could substantially hinder or facilitate REGI are listed below. It is important to emphasize that all factors can either hinder or facilitate, depending upon how perceived.

Contextual Factors

Facilitating

1. Generalization of inservice education learnings to other students with learning needs, i.e., "gray area" students
2. Teacher associations' demand for inservice before placement of a handicapped child in a regular classroom.
3. Negotiated agreements that reduce class size.

Hindering

1. Fear of severely handicapped children being placed into regular classes.
2. Special educators "running a number" on regular class teachers.
3. Special educators perceived and presenting themselves as experts

4. P.L. 94-142 flow-through funds earmarked for use in the REGI priority area.	4. Demands for behavioral change in administrators as well as teachers.
5. Minimum competency movement emphasis on criterion-referenced measures.	5. Fear that lower standards for handicapped students will affect standards for all students.
6. Successful model components in REGI that can assist other inservice developers.	6. Individual educational planning and implementation being too demanding of teachers' time.
7. Growing emphasis on personnel development and change in general to prevent burnout and attrition, and to keep faculty current.	7. Departmental organizational arrangements in middle and secondary schools.
8. Growing experience, literature, and resources on inservice education.	8. Low level of federal funding.
9. Recent re-alignment of regional resource centers as technical assistance agents to the states.	9. Inservice not being a priority for state education agencies.
	10. Inservice not being a priority for local use of P.L. 94-142 flow-through funds.

11. No resources (in many projects) to disseminate model components.
12. A service rather than model demonstration focus for most REGI projects.
13. Bargaining milieu affecting the teacher-management relationship with specific consequences for REGI and mainstreaming.
14. Some cynicism about the earnestness of the priority in that teachers and administrators feel that the "mainstreaming" thrust will fizzle out. No perceived support from professional organization.

Constraints Affecting this Planning Effort

Policy interpretation and the norms that surround service delivery to handicapped children are conflict-laden. While P.L. 94-142 and its regulations spell out the process of personnel development explicitly, many assumptions in practice remain unclear, particularly those related to the national versus state definitions of "handicapped", specialized education versus regular education with supplemental aids and services, special settings and arrangements versus the least restrictive environment, and roles versus school responsibility for the education of handicapped children.

To date few policy makers, regular education leaders, or professional teacher association representatives have been a part of a planning effort. The impetus for the REGI effort has emanated from the federal government and special education with the aim to prepare regular education personnel to better serve handicapped children. Too few regular education policy makers have been involved in the breath and scope of this change. Few of the federally funded REGI projects are directed by regular educators.

The role relationships of state agencies, universities, and local schools are in transition. Issues of relevance, value, and respective missions confound collaborative plannig between these agencies. State personnel can use little more than persuasion to obtain cooperation from university personnel. The capacity to influence preservice programs in the university is almost totally outside the reach of either state or local education personnel.

Another major constraint continues to be the uncertainty and ambiguity that surrounds education and training in national and state political arenas. Education has historically been a political football. Currently, the dismantling of the newly established Department of Education is under study at the federal level. In many states, last year's elections contained Proposition 13 like referenda which directly attacked the state and local tax bases for education. With regard to inservice training and its support, too often it is viewed as a panacea rather than in investment in staff being upgraded or expanding their horizons.

All four of these constraints create role stress and prevent or, certainly, hinder the satisfaction normally derived from stable, on the job, social group relationships.

The National Advisory Board of the National Inservice Network has, in Donald Michael's (On Learning to Plan and Planning to Learn, 1973) terms, accepted a conflict laden reality view that attends to goal setting. This uncertainty has also reinforced the selection of a short-term incremental planning approach.

Guiding Principles of the National Advisory Board

The National Advisory Board developed a set of guiding principles to delineate its mission and workscope. After extensive discussion, the following basic principles were agreed to through a consensus decision-making process.

1) NIN's primary mission is to increase the capacity of regular instructional personnel to identify, plan, and implement appropriate individual education programs for handicapped children.

2) NIN strives to demonstrate how this effort focused on handicapped children benefits all other children.

3) NIN is focused on regular education inservice. It is designed to facilitate product development and dissemination of best practices to increase the number of personnel development programs for regular instructional, administrative, and support personnel. Dissemination should follow after standards of quality are developed.

4) NIN is a collaborative problem-solving forum that brings different participants together to share learnings about implementation and dissemination. REGI model programs are conceived as innovations that require planning for installation in school buildings and districts, university and college curricula, and state agency comprehensive systems of personnel development (CSPD) planning efforts.

5) NIN is evolving and facilitative. The needs of REGI developers should be addressed by the identification of emerging and available resources, both personnel and material, and by linking these in ways that make them more available and useful to personnel engaged in planning and implementing training programs. Strong emphasis should be placed on underscoring the fact that teachers do make a difference and support for greater impact is needed.

6) NIN encourages the development of sound personnel development programs based upon research related to best practices in REGI development and in installation of an innovation.

7) NIN is a coordinated effort. While designed as a temporary network, NIN is delineating a long-term strategy for inclusion of REGI in an effective national diffusion configuration.

Purpose of this Plan

After approximately 27 months of observing, interacting, and summarizing the learnings of project directors, those from outside the REGI network requesting information, and the eight task forces of the National Advisory Board, the NAB agreed to develop a three to five year plan for REGI. The purpose of this plan is to guide the REGI effort after this initial cycle, 1978-81.

Uses of the Plan

The plan is to be used to guide federal, state, and local policy makers and program development personnel, to identify obvious gaps in REGI planning, to increase the spread of model programs that have demonstrated their efficiency and effectiveness, and to transmit the products and management processes developed to other clearinghouses, dissemination groups, and repositories so that others can benefit from these federal discretionary grant experiences and efforts.

Goal Setting Process

Developing this plan began with a goal setting process initiated by the National Inservice Network staff at Indiana University. Over 58 strategies to reach a desired future state for personnel development were generated by the NIN staff and submitted to the National Advisory Board in May, 1980.

The National Advisory Board spent two days reviewing the strategies generated and developing our general aims of REGI and eight clusters of accomplishments for REGI in the future. The final version of both the aims and accomplishments are presented below.

Aims of Regular Education Inservice

1) Every student feels and is successful to the best of his or her ability.

2) All educators, together with members of the community, assume responsibility for the education of students with handicaps.

3) Communities value inservice education both as lifelong learning for continual professional development and as a mechanism for improving educational systems.

4) All classroom teachers, parents, and other educators develop greater ability to deal constructively with human differences.

Projected Accomplishments for REGI for 1985

1) Regular education inservice is planned, implemented,

and evaluated through collaborative efforts of both regular and special education personnel at SEA, IEU, LEA and IHE levels, and appropriate members of the community.

2) Inservice developers use continually updated and validated quality practices in planning, implementing, and evaluating regular education inservice programs.

3) Regular education inservice is best planned, implemented, and evaluated within a systemic context, including attention to organizational setting, norms, and programs.

4) The professional education community uses an agreed upon set of teaching competencies, among other criteria, to guide planning and funding of regular education inservice programs.

5) Local school districts increase their capacities, through the use of both internal and external resources, to meet their own inservice education needs including regular education inservice.

6) Educators use a coordinated multi-level (national, state, regional, and local) resource system for regular education inservice delivery.

7) To the extent possible, every regular education inservice effort is evaluated in terms of its contribution to student growth.

8) A valid and valuable cost effectiveness procedure is applied to regular education inservice programs.

These aims and accomplishments were distributed over the summer to both new and continuing project directors in the

National Inservice Network. Over 200 project directors received them.

At the National Inservice Network annual meeting held in Washington, D.C. on September 7-10, 1980, these statements were used as the basis of a strategy generating session. In small groups, over 100 project directors identified and then rank ordered strategies generated for each of the eight projected accomplishments. Over 100 strategies were developed. Forty strategies, five from each group, were selected for a second analysis by the entire group assembled. These top forty strategies (five for each accomplishment) were formated on a computer ranking and weighting input form. All project directors present assigned weights to each strategy and entered their own data into the computer. The data were summarized and fedback to the project directors for their reactions at the end of the meeting.

This data from inservice project directors provided the basis for the evolving three to five year plan for regular education inservice. Many of those strategies are reflected in the recommendations presented in the body of this report.

In addition to the project directors' statements of their learnings, the National Advisory Board reviewed a number of studies it directed and those of selected others in revising and refining the plan. In this effort, the NAB worked in close cooperation with the National Inservice Network staff.

Addendum 2

Findings Related to the REGI Goals

Goals 1 and 2

1) Regular education inservice is planned, implemented, and evaluated through collaborative efforts of both regular and special education personnel at SEA, IUE, LEA, and IHE levels, and appropriate members of the community.

2) Inservice developers use continually updated and validated quality practices in planning, implementing, and evaluating regular education inservice programs.

Findings

- One study (Cline, 1981) found that 50% of federally funded REGI projects are planned using twelve quality practices identified in the inservice education literature.
- A higher percent of LEAs and SEAs made some use of these quality practices in their planning as compared to IEUs, IHEs, and NPOs. The percent of use ranged from 67% to 42% (Cline, 1981).
- 18 of 97 projects studied incorporated at least one incentive for participation and all of the 11 remaining quality practices in their planning (Cline, 1981).
- A set of 41 quality practice statements for inservice education were identified and ranked by a cross section of educators and lay personnel at local, intermediate, state and regional levels participating on the NIN Quality Practice Task Force (Kells, et al. 1980).
- Those regular education inservice project plans that show more evidence of collaboration are more likely to provide training

delivery within the context of the daily working environment of the inservice participants (Cline, 1981).

- Eleven states have used a local planning process to implement state CSPD regulations. Data from three states indicates that the SEAs were initially perceived negatively in relation to the concepts of inservice education, special and regular education, collaboration, planning, and the person's job. After creating and implementing a locally based planning process, SEAs were perceived to be more helpful and closer to the practitioners' concept of their respective jobs (Kuh, Burrello, and Lambert, in process).
- Six states have either adapted or adopted a process which evaluated local CSPD plans using quality practice statements such as those developed by Kells, et al. (1980).

TABLE 1: Comparison of Quality Practices in Use with Rank of Importance - Two Studies Compared

Quality Practice	Percent of Projects Using Quality Practice (Cline, 1981)	Rank Order of Quality Practice (Kells, et al., 1980)
1. Collaborative decision-making	22	5.0
2. Intrinsic rewards	52	6.0
3. Administrative support	70	14.0
4. Long-range professional growth	58	7.5
5. Local material development	53	(no comparable item)
6. Collaborative implementation	57	8.0
7. Complex program integrated into total system	50	1.0
8. Program based on assessed needs	74	2.0
9. Collaborative evaluation for improvement	85	7.5
10. Competent providers/ trainers	86	3.0
11. School site based	62	4.0
12. Extrinsic rewards provided:		
Released time	44	9.0
Stipend	42	
Academic Credit	52	
Salary increase	32	
Certification renewal	47	

Goal 3

Regular education inservice is best planned, implemented, and evaluated within a systematic context, including attention to organizational setting, norms and programs.

Findings

- Approximately 50% of the 97 projects reviewed in the Cline (1981) study were planned within the total context of the agency's inservice program.
- The highest ranked quality practice statement in the Kells, et al. (1980) study was "The inservice education program is an integral part of the total organizational system within which it functions."

Goal 4

The professional education community uses an agreed upon set of teaching competencies (among other criteria) to guide planning and funding of regular education inservice programs.

Findings

- Larrivee's 1979 study of effective teaching behaviors for mainstreamed handicapped children identified the seven categories of teacher behavior listed below:
  1) questioning style
  2) individualization
  3) classroom climate
  4) classroom management
  5) academic learning time
  6) teaching style
  7) opinion and attitudinal variables
- The eleven training areas listed below were identified to guide the selection of instructional objectives, content, and focus of

regular education inservice by a Task Force of NIN project directors (Cline and Fagen, 1979).

1) Mainstreaming and public policy
2) Characteristics of handicapping conditions
3) Use of material and human resources
4) Individualized educational management
5) School-wide planning, roles, and inservice training
6) Teaching techniques
7) Classroom management
8) Curriculum
9) Assessment and evaluation
10) Communication and human relations
11) Professionalism

Goal 5

Local school districts increase their capacities through the use of both internal and external resources to meet their own inservice education needs, including regular education inservice.

Findings

- Project analysis indicates that LEA personnel tend to design more comprehensive collaborative personnel development programs for themselves than those designed exclusively by external groups (Cline, 1981).
- Model LEAs have been able to establish planning structures which have increased the utilization of local personnel as trainers, consultants, and instructional materials developers.
- The percent of LEA applications funded by OSE remained constant through the period of 1978-1981 (Byers, 1981).

- The most frequently consulted sources of information for training are universities, journal article reprints, and conventions/conferences (Hildebrand and Stolurow 1980).
- Information about and assistance with new programs, innovations, and products is sought most often from suppliers catalogs, newsletters, bulletins, and conferences (Hildebrand and Stolurow, 1980).

Goal 6

Educators use a coordinated multi-level (national, state, regional, and local) resource system for regular education inservice delivery.

Findings

- Classroom teachers find the existing information data bases and clearinghouse to be relatively inaccessible. Unfortunately, the information also is perceived to have little utility for classroom application (Stolurow, 1980). Accessibility of information in a usable form continues to be a major challenge to clearinghouses and other helping agencies.
- More than 53% of the funded projects create at least some of their own instructional materials for inservice and for teachers' use with handicapped children (Cline, 1980).
- Federal model products and practices funded in the regular education inservice priority area have been disseminated to largely non-OSE funded parties. Over

75% of the products developed and distributed by NIN have been sent to non-OSE funded agencies or individuals. However, it should be recognized that there are many more potential users than there are funded efforts (NIN National Staff Study, 1980).

- Information requests from outside the REGI network continue to increase as more professional associations and organizations at national, state and local levels attempt to respond to their constitutencies inservice education needs (NIN National Staff Study, 1980).
- Site visitations to model projects by other regular education inservice project personnel and potential adopters have had an uniformly positive impact and has supported expanded personnel development planning and implementation (NIN National Staff Study, 1980).
- Ten states have human resource networks to support REGI personnel development.
- The creation of a network structure has facilitated intra-project cooperation and dissemination to non-funded projects (NIN National Staff Study, 1980).
- The SEA has been identified as the most frequently consulted source for assistance in planning and developing inservice education programs while universities are consulted second most, and conference attendance was noted third. Yet 39% of the Divisions of Special Education at the SEA level do not have a person in the

office who deals with questions related to P.L. 94-142 (Hildebrand and Stolurow, 1980).

Goal 7

To the extent possible, every regular education inservice effort is evaluated in terms of its contribution to student growth.

Findings

- Fewer than 3% of regular education inservice projects reported attempts to measure changes in student performance as a result of inservice (Cline, 1980).

Goal 8

8) A valid and valuable cost effectiveness procedure is applied to regular education inservice programs.

Findings

- Only two projects in the regular education inservice network have made attempts to measure costs of inservice and apply cost-effectiveness measures to inservice models and outcomes.

The findings presented in this report are derived from number of studies commissioned by the National Inservice Network to help ascertain the state of the art in Regular Education Inservice. These studies described briefly below are available at cost from the NIN office.

Byers, K., Three Years of REGI: A Comparative Study. Bloomington, Indiana: National Inservice Network, in process.

Using information provided by OSE and by project directors, this study compares REGI funding patterns and project characteristics across three fiscal years.

Cline, D. Service Delivery Systems in Special Education Inservice Training for General Educators: Status of the Federal Initiative with Policy Recommendations for Local, State, and Federal Planners. Bloomington, Indiana: National Inservice Network, 1981.

This policy research paper is based on a content analysis of federal regular education inservice grant applications treated as planning documents. The study addresses: (a) the extent to which quality practices derived from research and experience are planned features of inservice teacher education programs, (b) the extent to which provisions are made for participative decision-making in program planning and implementation, (c) the effects the use of quality practices and participative decision-making have on shaping programs and (d) variation of effects across educational organization type.

Cline, D. and Fagen, S. (Eds.), A Listing of Alternative Training Outcomes for Instructional Personnel Engaged in the Education of the Handicapped. Bloomington, Indiana: National Inservice Network, 1979.

This compilation of competency statements for regular educators is derived from a thorough analysis of those guiding a number of REGI training projects funded by OSE. The document is organized across eleven broad training areas. Objectives in each area are grouped by instructional units and then by training topics. This listing has not been validated but is intended to assist those with the responsibility to assess training needs and to develop inservice programs to meet those needs.

Hildebrand, M. R. and Stolurow, L. M., Resource Task Force Reports: Resource Utilization by an LEA: Clark County School District; Use of Resources by SEA Personnel: Special and Regular Education; Evaluation of Database Resources: North Kansas City School District; and A Survey of REGI Information Services. Bloomington, Indiana: National Inservice Network, 1981.

A series of reports on resource utilization patterns sponsored by the NIN Resources Task Force.

Hutson, H. and Siantz, J., A Review of Inservice Education: Models, Methods, Results and Implications for Practitioners. Bloomington, Indiana: National Inservice Network, 1981.

The two authors reviewed the research on quality practices in inservice education and identified fifteen key variables that served as the basis for several other studies including Cline, Kells and Jamison.

Jamison. P. The Development and Validation of a Conceptual Model and Quality Practices Designed to Guide the Planning, Implementation, and Evaluation of Inservice Education Programs. University of Maryland, 1981.

This study was the basis of the Quality Practice Task Force Report (Kells, et.al.) and highlights the practices prioritized by over 300 practitioners as increasing the probability of implementation of inservice learnings.

Kells, P.P.; Avery, E.L; Medley, W.; and Schwartz, S., Quality Practices in Inservice Education. Bloomington, Indiana: Indiana University, 1980.

The product of the Quality Practices Task Force, this document plus the Task Force Final Report is the result of a year-long effort. The quality practice statements developed and revised by the task force were validated by over three hundred individuals representing a broad sampling of key agencies and role groups across the country. The primary purpose of this document is to provide planners with illustrators of quality practices for the planning, implementation, and evaluation of inservice education programs.

Kuh, G. D.; Burrello, L. C. and Lambert, D. L., "Measuring the Diffusion of a Collaborative Planning Process in Three States." Being prepared for publication, Spring, 1981.

> A study of the diffusion process among project participants using multidimensional scaling.

Larrivee, B., "Report on Special Project." Rhode Island College, Department of Special Education, 1979.

> This special project was funded to train regular classroom teachers in specific teaching behaviors demonstrated to affect the special needs child's performance in the regular classroom. The project is engaged in a three-level validation process of those teaching behaviors characteristic of teachers effective with mainstreamed students.

NIN National Staff Study. Bloomington, Indiana: National Inservice Network, 1980.

> This study includes information gathered from NIN project directors on evaluation and assessment forms related to NIN activities, including a project exchange program.

Several other studies provided information about the state of the art of inservice education generally. Those studies included the following:

Berman, P. "Thinking about Implementation Design: Matching Strategies to Situations" to be published in Dean Mann and Helen Ingram (editors) Why Policies Succeed and Fail, Revised June 1979.

This article emphsizes the use of adaptive implementation in change strategies.

Fullen, M.; Miles, M; and Taylor, G. Organizational Development in Schools: State of the Art, Vol.V: Implications for Policy, Research, and Practice. LaJolla, CA: University Associates, Inc., 1971

This comprehensive review of organizational development research in educational settings in an NIE study of the learnings of external and internal change agents.

Joyce, B. etal. Inservice Teacher Education Concepts Projects Report I: Issues to Face. Palo Alto, CA: Standford Center for Research and Development in Teaching, 1976.

This is the most comprehensive work on teacher inservice education covering every aspect from governance to actual delivery and evaluation issues.

APPENDIX A

Project Directors Evaluation of the National Component of NIN

Project Directors Evaluation of the National Component of NIN

During the summer of 1980, a written evaluation questionnaire was sent to all REGI Project Directors who had been part of the National Inservice Network during the past year. About 44% of the project directors returned the completed questionnaires. The results of this mail survey (summarized below) were then followed up through personal interviews with about thirty participants at the Project Directors Meeting September 7 - 10 in Arlington, VA. Data from these interviews are summarized in the final section of this appendix.

Results of Written Questionnaires: The following table summarizes data from the first section of the questionnaire covering NIN services and activities available to project directors. Generally project directors were well informed about the availability of services though a substantial number were unaware of the SCAN computer service, NIN sponsored products, information and referral services, NIN colloquia and the Project Exchange. Ways to bring these services more directly to the attention of project directors at appropriate times will be developed in the coming year. It would seem that project directors are most aware of services and products that are sent directly to them rather than services or products that they must request. Satisfaction with services is generally high with some dissatisfaction expressed with the formats of the Newsletter, Abstract Book and Resource Directory. Specific suggestions for improving products and services are summarized later in this report. Project directors rated the NIN

Table 1: Number of Responses in Each Category of NIN Service Rating

	Awareness of Service Availability		Degree of Satisfaction				Degree of Importance for Project Directors		
NIN Service or Acitivity	Yes	No	Very Satisfied	Somewhat Satisfied	Somewhat Dissatisfied	Very Dis-satisfied	Definitely Make This Available	Make Available if Resources Permit	Not needed By REGI Project Directors
Scan Computer searches of existing information related to REGI focus	60	38	20	10	1	1	43	25	1
Abstract Book Providing Information about REGI Projects in NIN	87	8	52	30	3	1	60	27	1
Periodic NIN Newsletter Presenting Information to Network Members and Users	91	6	20	41	1	2	55	26	4
Information and Referral Service (NIN Responses to Specific Requests by Network Users for Information Re: REGI Focus)	76	29	40	17	2	0	53	27	0
Resource Directory of Training Materials Developed by REGI Projects	78	18	40	16	5	3	47	29	3

2nd Page Table 1 continued

	Awareness of Service Availability		Degree of Satisfaction				Degree of Importance for Project Directors		
	Yes	No	Very Satisfied	Somewhat Satisfied	Somewhat Dissatisfied	Very Dissatisfied	Definitely make this Available	Make Avail if Resources Permit	Not needed By REGI Project Directors
NIN Sponsored Products e.g. Needs Assessment Manual, Best Practices for Inservice Paper, etc.	68	32	41	9	3	2	53	19	3
National Project Directors Meetings (Portland and Denver, 1979; Washington, 1979 and Washington, 1980)	85	7	49	16	6	2	51	23	0
NIN Project Exchange (Visits to Sites of Exemplary REGI Projects in NIN)	75	21	23	16	2	1	33	30	3
NIN Colloquia at Various Professional Meetings (e.g. CEC, NCSIE)	61	34	25	14	3	1	34	31	3

activities as generally important to project directors thus validating the services provided by the national component. Those activities rated important by the largest number of project directors included the Abstract Book, the Newsletter, information and referral services, NIN sponsored products and the project directors meeting. These activities will continue to be part of any future National Inservice Network.

One goal of the national component has been to foster communication and collaboration among the project directors in the REGI Network. Seventy-three of the project directors have had at least one contact with another REGI project. Of those, 46 had between 1 and 5 contacts, 10 had 6-10 contacts, 6 had 11-15 contacts, 3 had 16-25 contacts and 8 had over twenty-five contacts. One project director estimated 85 contacts with other REGI projects. In terms of actual collaboration with other projects, the numbers are lower, as would be expected. Fifty-one of the project directors reported at least one instance of collaboration. That number included 40 reporting 1-5 instances of collaboration, seven reporting 6-10 instances of collaboration and four reporting over 10 instances of collaboration.

When asked to describe their activities involving other REGI projects, project directors indicated a wide range of activities including these most frequently cited categories:

- exchanging written information about inservice programs and materials
- consulting with another project in areas such as needs assessment, evaluation, dissemination as well as content foci

- site visits to projects including ones not subsidized by NIN
- presentations with other project directors at state and national meetings
- joint planning and implementation of inservice workshops
- collaboration on written materials such as articles and papers
- collaborative planning of inservice activities with projects in the same geographical area.

Some less frequently cited activities included participating on a NIN task force, data gathering and field testing materials for other projects, referring interested persons to other projects, locating consultants, and working to develop an information system for another state.

When asked how NIN did or could facilitate this collaboration and communication among project directors, half the project directors responding indicated that NIN was instrumental in this process. By far the most frequently mentioned facilitative NIN activity was the project directors meeting, where project directors had an opportunity to get together around common issues and concerns and to get to know each other informally. To a lesser extent, the Resource Directory and Abstract Book were seen as helpful in identifying other projects of potential interest. Telephone contacts and more individualized information and referral services also seemed to be helpful in linking projects to each other. Site visits through the project exchange were also mentioned as facilitative. Face-to-face contacts in general seemed to lead more frequently, than written materials, to continued communication and collaboration. A number of suggestions were made to increase NIN's effectiveness in this area including more frequent meetings and publishing a resource guide of services available from other project directors.

• Project directors provided a number of comments and suggestions to improve the activities and services provided by NIN.

Project Directors Meeting - Project directors emphasized a need to shift to more task oriented meetings that would allow for indepth discussion of particular topical areas. Others indicated needs for informal time for idea exchange in addition to specific tasks. Covering a variety of issues, interests, and projects remains an important consideration. There were some additonal concerns expressed about the timing and location. At the project directors meeting, those present determined that August 15 - 30 was the best time for the meeting and that the Washington, D.C. area was the best location to facilitate meeting with project officers. The other frequently mentioned suggestion was to provide funding for second and third year projects to attend the meeting. Unfortunately, the NIN budget cannot support these expenses and project directors were urged to build that travel item into their project budgets.

Newletters - Project directors were generally positive about the newsletter though many suggested a less cumbersome format. The format is being changed for the upcoming issue. Suggestions for content included practical problems and solutions, more useful information about materials, more contributions from project directors, more timely material and increased number of issues.

Resource Directory - Just a few suggestions were made about formating and indexing the material abstracts to increase their utility.

Abstract Book of Projects - Most project directors found the Abstract Book to be helpful, but suggested a more detailed table of contents and indices to more easily access the abstracts. A major suggestion to organize projects by state will be followed in the upcoming edition.

Reports from NIN Task Forces- Distribution and awareness of these reports was a major issue. Again letting project directors know about available materials without inundating them with paper is a major issue.

Research on the Data Presently Available from REGI Projects - Project directors suggested a wide range of research questions for NIN to pursue including the following:

Is inservice training of regular and special education teachers improving education for children?

What situational factors influence inservice?

Does training generalize to a variety of situations?

What outcomes can be documented from the REGI effort?

What can account for failures in inservice efforts?

What are existing inservice needs?

What has been the impact of inservice on the quality of services?

What methods and materials are being used in the training of trainers?

How is needs assessment being conducted in REGI projects?

What are projects' perceptions of the state of the art among regular teachers in general?

What inservice models work best in what contexts, for what purposes?

What relationship is there between inservice and staff performance and satisfaction with teaching?

Establishing More Formal Linkages With Other Organizations - Suggestions included linking with other organizations such as the National Council of States on Inservice Education (NCSIE), and National Association of State Directors of Special Education (NASDE). Other suggestions included scheduling NIN sessions during major conferences of other organizations, building informal as well as formal linkages, and urging the formation of one central resource center.

Dissemination of NIN Products - Suggestions included decreasing the lag time following requests, disseminating materials through the ERIC system and making information about people as well as material resources available.

Information and Referral Service - More individualized information and referral services are needed, particularly informing project directors about each other's interests. Other general suggestions were to increase availability, increase national recognition of NIN, decrease lag time in responses, and maintain up-to-date resource lists.

SCAN Computer Searches - A number of questions about how to access this service were raised, thus indicating a need for better information to project directors about SCAN. Not that many project directors have actually used this service.

Reports from National Advisory Board Meetings - A number of project directors suggested the dissemination of the NAB minutes to project directors though others maintained they did not want to receive any more "paper" from NIN unless requested specifically.

DEGREE OF ACCOMPLISHMENT OF PROJECT PURPOSES

Purpose Statement	Number of Responses			
	To a great extent	To some extent	To a minimal extent	Unable to determine
Prepared and shared descriptions of funded training projects for the network members, potential adopters, and OSE.	73	16	2	2
Surveyed project directors/staff concerning their needs for information and support	59	25	5	3
Convened interested project directors in mini-conferences designed to meet expressed needs	25	21	15	34
Arranged site visitations and staff exchanges to link project directors/staff with potential adopters in Colorado, Indiana, and Maine interested in the projects	15	21	5	48
Established linkages to other diffusion networks to increase diffusion of REGI innovations	23	22	8	37
Established a clearinghouse to collect and share resources with network colleagues and others	50	31	3	9
Prepared position papers on the development of a national network to diffuse innovations in regular education inservice	31	27	8	26

What Other Activities Could the NIN Provide that Would Be of Use to You? Specific suggestions included the following, a number of which are being incorporated into activities planned for this current year:

- Additional position papers
- Selection of verified project information in a concise format for state CSPD dissemination
- Collection of evaluation strategies that yield meaningful and valid information on the relative success of various types of inservice practices interacting with various audience and content factors, and results.
- Funded mini-conferences for giving and receiving information on specific topics.
- Information on RFP's and other Washington "inside" information
- More site visits sponsored for increased collaboration across projects
- A resource directory of project directors and staff listings and their competencies for use by other projects in consultant roles
- Continued emphasis on lay participation in policy decisions and evaluation of programs
- List of publishers that sell simulated activities, games, etc. for inservice workshops on certain topics
- Site visits for program evaluation and improvement
- Increased attention to the role of adaptive physical education

When asked to evaluate the degree to which NIN has accomplished its general goals and purposes, the project directors responded as indicated on the following table.

Follow-Up at National Project Directors Meeting- Evaluative data gathered from REGI project directors during Summer, 1980 concerning the value and worth of the NIN are reported above. To supplement those data, a number of interviews were conducted with participants of the annual NIN meeting in Washington, D.C. Persons were selected for interviews in two ways. First, a list of individuals considered knowledgeable about the NIN was developed by the NIN director and staff. Approximately a dozen persons from this list of about 25 were subsequently interviewed. An additional 13 persons were selected at random from those in attendance.

A number of questions was raised with each participant (see interview guide); individuals were also encouraged to discuss in a more unstructured way their general perceptions of the NIN and the REGI effort.

Virtually everyone interviewed was quite positive concerning the work of the NIN. The Network was perceived as a "linking" agency that places persons interested in the REGI effort in touch with others and relevant materials. More specifically, the NIN sponsored meetings were seen as an opportunity and used by REGI members to identify others with similar interests and concerns. This seemed to be particularly important for new or first year project directors. Issues related to program start-up and implementation and grant writing were additional concerns that were addressed during the NIN meetings. Also, the modeling of NIN staff members in the delivery of inservice (the meeting itself!) was seen as excellent.

While a number of those interviewed did not make use of the products produced by the NIN staff and task forces, they were seen as necessary or perhaps symbolic gestures on the part of the Network. Most persons believed that the products were of satisfactory quality and would probably be of more use to new project directors. Because of its linking role, the NIN was also perceived as a surrogate for the Office of Special Education. That is, because the NIN staff were in a position to respond to requests from REGI directors, the Network appeared to take the role of the Office of Special Education in daily interactions and requests for information concerning REGI or grant proposals.

A number of cogent suggestions for the further development of the NIN were elicited and are summarized here. In subsequent meetings, the NIN staff should attempt to include a greater number of more specific substantive topics around which discussion could be generated. This is largely due to the increasing diversity within the Network members. That is, the needs and concerns of various REGI project directors are quite different than they were several years ago. The development of the directors in their various roles have also moved differentially so that some are in need of certain things while others are in need of yet other types of sessions. An additional suggestion offered by several persons concerned the need to validate and format differently many of the materials used in the Network and to disseminate them in this revised form to all persons included in the REGI effort. In other words, persons seemed to be asking that the "quality practices" types of materials presently being disseminated by the Network be scrutinized in some systematic way so as to determine their actual validity and reliability when used in settings other than those in which they were created.

It was suggested that subsequent meetings become more task oriented. That is, REGI project directors could and should come together and produce documents or products that they and others would find useful. While most persons agreed that there continued to be a need for face to face interaction, several persons suggested that some subnetworks be formed around issues or activities of common interest. Another person suggested that regional meetings might better serve the same purposes that one large national meeting attempts to address.

It was clear that the majority of people valued their role in the Network and that they believed the Network should continue to grow and develop to meet the needs of the continuing REGI effort. National meetings should be continued although they should take a slightly different form in the future in order to make sure the developing needs and concerns of continuing project directors would be met equally well as were those of new or first year directors. The involvement of OSE staff in the national meetings was seen as a great advantage and should be encouraged to even greater degrees in the future. (Supporting documentation including transcripts of interview data are available).

Interview Guide - NIN National Meeting

1. What is your name (will not be included in summary of interview)?

2. What is your current position (project title, role, etc.)?

3. What is the purpose of your attendance at this meeting? (Why are you here? What do you expect to happen? What do you expect to learn or how do you expect to benefit?)

4. How long have you been aware of or in contact with the NIN?

5. What do you perceive the role of the NIN to be?

6. What types and how many contacts have you had with the NIN?

7. To what degree have you been satisfied with the services and activities of the NIN? Has it been useful, valuable, etc.?

8. How could the NIN better serve you and your project?

9. What other comments or observations will you share about the NIN and this meeting?

Appendix B

Report of Dissemination Activities

October 15, 1979-August 31, 1980

One of the purposes of the national component of the National Inservice Network is to assist funded REGI projects by linking them together through shared learnings and by making available products and materials which could prove helpful in their particular REGI effort.

Each funded REGI project receives copies of our Regular Education Inservice Education Projects book, composed of abstracts of all training projects in the REGI network, as well as our Resource Directory, a compilation of materials produced or used extensively by OSE-funded inservice training project staffs. All other NIN products, including the SCAN system, are available to member projects upon request. The requests by project directors, documented in the accompanying charts, reflect the degree to which they avail themselves of our services.

The "SCAN" system is a computer retrieval system developed at Indiana University by the National Inservice Network. The system is programmed to match topics of interest with abstracted projects and/or materials. All REGI projects also receive the National Inservice Network Newsletter, published quarterly, aimed at disseminating a variety of information and resources to persons engaged in inservice education activities.

During the three years of the project REGI-funded projects represented 9.5% of our total information requests. Add to that the 9.9% of requests from the states components of the National Inservice Network (Colorado, Maine, and Indiana), and OSE/DPP funded projects accounted for almost one-fifth of all information requests handled through our office.

Our linking efforts have, in fact, extended far beyond the REGI network and, as the following tables indicate, a major dissemination impact has been made outside the network, at the request of non-network personnel. Our major source, 80.6%, of all information requests came from outside the REGI network. The largest percentage of requests within this group, 30.4%, has come from Local Education Agencies. IHEs account for 19.1% of all requests, SEAs 9.4%, others (special schools, regional resource centers, Department of Education/Office of Special Education) 17.6% and individuals, 4.2%.

The national component has linked a large number of non-federally funded teachers, schools, resource centers, and state educational organizations with resources, personnel, and products to better enable them to meet their specific needs. These non-network units have received sources of research and development as well as NIN products and materials. Often, NIN has directed individuals to specific sources of help within close proximity to their own location. In this way, the national component has increased the awareness of many teachers and school systems about inservice projects ongoing within their own state or region, or even within their own district, which could prove to be valuable resources in working toward solving particular problems in mainstreaming handicapped children into regular classrooms.

The NIN products disseminated to these non-network individuals and agencies have made available resources helpful in designing, developing, and implementing training programs and instructional materials which would often not be possible due to lack of funds. For individuals who have never had contact with ongoing efforts in inservice training for mainstreaming handicapped children into regular classrooms, these materials often help better identify problems, and suggest directions for possible resolution of identified needs.

The interest in and utility of this dissemination effort are substantiated by the volume of contacts we have had over the three years with non-network and network personnel and organizations: 1378 documented requests for 6695 products.

Through our dissemination efforts we have encouraged diffusion of model programs and best practices in special education inservice training by creating links among model programs and potential adopters.

But, the scope of our dissemination effort does not stop with these documented requests for materials and information. Our newsletter circulation reached over 1500 persons/organizations. And NIN has sponsored a number of large mailings to local districts in the three states (Colorado, Maine and Indiana) as part of the State's component dissemination effort. Needs were assessed based on a multidimensional scaling procedure reported elsewhere (Meta evaluation of states component) and materials distributed based on those needs. Additionally, dissemination of products to project directors & CSPD officials has been substantial. The informal linking of teachers, resource centers, project directors, state education personnel, etc. is continuous with dissemination of information and ideas. Many undocumented contacts are established on a daily basis with telephone inquiries or personal contacts with NIN staff.

Though our main dissemination task has been to link and support funded REGI projects, we cannot help but note the large number of requests from non-network persons/organizations.

These non-network requests represent 80.6% of our total requests. The bulk of these requests come from teachers and school administrators (30.4%). Many of these requests asked for any and all information and products we could supply which dealt with implementing P.L. 94-142.

Many schools have little if any background in mainstreaming handicapped children into regular classrooms and few funds for inservice training of teachers and other personnel to meet the needs of these handicapped students. They ask for help: information, products, materials, evaluation packets, consultants, implementation designs. Some of the requests received border on desperation: "Send us anything that deals with inservice training" of regular education personnel in dealing with mainstreaming handicapped children into regular classrooms. They learn of NIN through word of mouth, peers who receive our newsletter, or upon occasion through educational journals which note NIN as a resource. The volume of requests from all non-network sources increases tremendously after such exposure.

The number of requests from non-network persons or organizations demonstrates our services are needed. Since their requests for particular materials imply the need for an entire range of products, from designing needs assessments to evaluation of developed programs and materials. Equally important, these non-network people need contacts with other persons and projects dealing with similar problems.

Table 1

SUMMARY OF DOCUMENTED DISSEMINATION

(Sept. 1978 - Aug. 31, 1981)

Requests by Organization	Number of Requests	Percent of Total Requests	Number of Products Disseminated	Percent of Total Dissemination
NIN Personnel (National and States)	169	9.9	5130	34.0
LEA	519	30.4	2084	13.8
IHE	327	19.1	1482	9.8
Project Directors	162	9.5	3251	21.6
SEA	161	9.4	1999	13.3
Individuals	71	4.2	95	>.10
Other (includes Regional Resource Centers, Special Schools)	300	17.6	1035	6.9
TOTAL	1709	100.0	15076	100.0

Table 2

PRODUCTS DISSEMINATED
(Oct. 1979 - Aug. 31, 1981)

PRODUCT	NUMBER DISSEMINATED	PERCENT OF TOTAL
Inservice Best Practices	982	7.0
Designing a Problem-Focused Needs Assessment	490	3.5
A Listing of Alternative Training Outcomes ...	288	2.0
Scan Searches	137	1.0
Toward a National Inservice Network ...	73	.5
NIN: An Emerging Collaborative Effort ...	142	1.0
Developing a Comprehensive System of Personnel Development ...	97	.7
Referrals	90	.6
Resource Materials	168	1.2
Resource Directory	598	4.2
Abstract Book	840	6.0
Information Packets	942	6.7
LEA Simulation	45	.3
Quality Practices in Inservice Education (Brochure)	8139	57.8
Quality Practices in Inservice Education (Final Report)	583	4.1
Needs Assessment Task Force Report	284	2.0
Other	178	1.2
TOTAL	15,076	100.0%

Appendix C
NIN Project Exchange Report

NIN Project Exchange
Final Report

Purpose or Rationale

One of the major functions of the National Inservice Network is to link projects with similar concerns in order to facilitate the sharing of learnings and new ideas. Providing support and a structure for this activity assists in the improvement and refinement of individual projects. Additionally, this sharing can be seen as a professional development activity for project directors in the National Inservice Network.

Procedures for Implementation

In the fall of 1979, the National Advisory Board of National Inservice Network proposed a site visit exchange program be attempted on an experimental basis to determine its possible benefits based on the above rationale. National Inservice Network staff developed two survey instruments (see end of this report) to identify project strengths and project interests and sent these in February, 1980 to all project directors.

About 40 projects applied for participation in the project exchange program. The project strengths and interests forms were reviewed and tentative matches were made. Based on degree of interest expressed by applicants and importance attached by the National Advisory Board to particular focal areas, the following site visits were proposed and approved by the National Advisory Board:

Rural Inservice Delivery and Cost Effectiveness- Steve Wolf of the Alaska Special Education Inservice Training Center hosted Judith H. Dettre of the University of Nevada-Las Vegas.

Multiplier Strategies - Wayne Pyle and Thomas R. Vandever of Nashville, Tennessee Public Schools visited Shari Stokes and Penny Axelrod at Tufts University and Janet Jorgensen at Framingham State College in Massachusetts.

Intermediate Units as Inservice Providers - Rose Carroll from Region 20 Education Service Center, San Antonio, Texas hosted Peter Demers from Hampshire Educational Collaborative in Northampton, Massachusetts.

Administrator Inservice Education - William Wiener of Lenior-Rhyne College in North Carolina visited Frances Welch at the College of Charleston in South Carolina.

Inservice in Secondary Schools - Rose Carroll from Region 20 Education Service Center, San Antonio, Texas visited Janet Jorgenson at Framingham State College in Massachusetts.

Building-Based and Other Support Teams - Mike Horvath from the Monroe County Community Schools in Indiana visited Shari Stokes at Tufts University and Peter Demers and Mary Alice Wilson in the Hampshire Educational Collaborative in Massachusetts.

Sustaining Implementation Through Follow-Up - Wendy Marmont of Project TREK in Oregon hosted Richard Chapman from the Madison Community Schools in Alabama, while Wayne Pyle in Nashville, Tennessee hosted Jennie Van Dyke from Alabama.

Evaluating the Impact of Inservice Efforts - Jeffrey Bensky from St. Louis University in Missouri visited Wendy Marmont in Oregon.

Parent Education and Involvement - Sara C. Burroughs from Wake County Public Schools in North Carolina visited Cynthia Chrisman at the Urban Observatory in Nashville, Tennessee.

Actually visitors were given several options of host sites so they could determine the one that most closely met their own needs. Visitors made arrangements to visit the hosts during the month of May. Both hosts and visitors were asked to complete and return report forms (at end of this appendix) to National Inservice Network so that the experimental program could be evaluated. National Inservice Network reimbursed the travel expenses of the visitors.

Evaluation

The site visit exchange program was evaluated favorably by the participants. Visitors were able to engage in a variety of activities with the host projects including: school site visits, attendance at inservice sessions, consulting with project directors, project staff, and inservice participants, and sharing and reviewing project materials.

Perceived value of the site visit for visitors included:

- exchange of ideas with project directors
- specific ideas for changes in own project such as training content and approaches, dissemination strategies, new target audiences, additional assessment and evaluation activities, etc.
- discussions with inservice trainees to get their perspective on the programs
- observations of inservice in progress providing information and insights that are difficult to write in reports or project descriptions
- realization of strengths of own project
- realization that other projects have similar problems

Visitors generally felt that the visit was more helpful to them than to the hosts.

The hosts, however, indicated the following benefits and rated the visits as useful, with only one exception:

- positive reinforcement to staff and trainees when someone comes to visit and observe the program
- an opportunity for dissemination of project materials, strategies, and philosophies
- mutual exchange of ideas and learnings
- useful feedback on project materials and operations
- some ideas for changes in own project
- view own project through "a third eye"

In one case an appropriate match between project was not realized and in one other case the visitor was really not interested in a mutual consultation experience. All other exchanges were evaluated by both hosts and visitors as very useful.

Both hosts and visitors prepared for the site visits in a variety of ways. They discussed expectations over the telephone and exchanged written materials about their respective projects prior to the visit. Visitors frequently outlined specific questions they wanted to ask. Based on information from the visitors, the hosts planned a tentative agenda of activities for the visit that was reviewed with the visitor to make sure as many expectations could be met in the two day visit as possible.

Some general evaluative comments that were made in the reports included:

> "The visit was a valuable learning experience as well as an opportunity to establish a relationship with another project which will, hopefully, continue.... We would be pleased to serve as a host for the next round of visitations."

> "By seeing first hand that building support teams can become a vital part of a school's inservice plan, I feel more confident that our teams can become more effective inservice agents."

> "Being able to attend a support team meeting was quite helpful. The interchange between team members and the presenting teacher was an experience which could not be explained fully. Being there is the best way."

> "An extra added benefit was someone coming to the project who was not going to evaluate or critique, but to learn and exchange information.'

> "After the visit I realized that our modules are well developed and in depth enough to be used in another state. I will attempt to develop a more efficient packaging and dissemination procedure."

> "Our discussions gave me a much better sense of how little, in the way of support personnel and services for children, some schools have with which to develop programs for children. If our model of training is to be useful for inservice training in all kinds of school systems, I need to be more aware of the paucity of resources, etc. available to some school personnel when I discuss replication possibilities either orally or in writing."

> "It was an extremely worthwhile experience, and I sincerely hope that NIN will decide to continue the Project Exchange program in the future."

> "My personal thanks to NIN for sponsoring this exchange program. If my visit is indicative of the others, you have done much to improve many projects throughout the country."

> "The value of this experience far out strips the costs involved."

Recommendations

Based on this experience of sponsoring nine site visit exchanges, it is recommended to the National Advisory Board that site visits be encouraged in the future with the following suggestions to increase the usefulness and value of the visits:

1. Select projects for participation whose directors can be candid and open in discussing both their successes and failures.
2. Select projects as hosts that are well organized with clear, though complex, objectives - projects that have a clear sense of what they are about.
3. Schedule visits at a time when inservice activities in the schools can be observed directly bya and participants interviewed.
4. Select projects that model best practices in inservice but have specific concerns and commitment to ongoing project improvement and refinement.
5. Assist projects in the preparation of adapation guides that can assist other projects in adapting a project model to their own settings.
6. Provide more detailed suggestions to hosts and visitors to take better advantage of the opportunity afforded by the visit in a "Guide for Effective Project Visitations."
7. Provide support for a three day rather than a two day visit if possible. Another idea was to provide for a follow-up visit to reassess changes in management, practices and methods.

8. Assist in identifying other similar inservice programs in the immediate area for the visitor to also contact. A time could be arranged for all the program managers to meet and/or visit training sites thus pooling more knowledge and expertise. Another alternative would be to schedule more than one visitor to one project at the same time.

9. Improve initial application forms to provide additional information about project strengths and specific interests.

10. Continue to emphasize that mutual consultation is the purpose of the visit so that the agenda of both host and visitor can be met.

11. Provide feedback on usefulness of exchange from both hosts and visitors.

National Inservice Network

812-337-2734

Indiana University
2853 East Tenth Street
Bloomington, Indiana 47405

February 15, 1980

Dear Project Director:

The National Advisory Board (NAB) of the National Inservice Network is underwriting an experimental program of inter-project visitations or exchanges. The NAB is interested in assessing the benefit of the exchanges for possible future expanded funding. In order to provide this information to the NAB, we have developed a selection process and reporting procedure for those projects that are interested in participating in this experiment. Kathy Byers, National Coordinator, will oversee the selection, visitations, and reporting process.

To be considered as either a host project or a visitor, please complete and return the attached two page survey by March 1, 1980. The survey assesses your interest in and/or need to be involved in the exchange program with regard to specific project practices.

The NAB and NIN staff will match projects for visits on the basis of a number of criteria: (1) the exchange should be mutually beneficial; (2) the program focus of the exchange should be a general concern to the entire network; (3) of the nine visits to be sponsored, they should represent a distribution across both the Bureau of Education for the Handicapped geographic regions and the type of project sponsoring agency.

We will notify all candidates of selection by March 24, 1980. Those selected as visitors will be able to select their host project from those matched to their interests. The visits will be supported with NIN funds with reimbursements covering transportation, hotel and per diem up to $50 a day for the two day visits. Those involved in the exchange will make their own arrangements.

Both host project directors and visitors will complete reports (see enclosed samples) evaluating the benefits of the visitation from both perspectives. Project-specific data in these reports will remain confidential. A final report, collapsing the data from the visits, will be prepared by our staff and distributed to the NAB and all network members. Please keep in mind that the visits must be completed by May 31, 1980, with reports submitted by June 30.

If you wish to be considered as a candidate for the inter-project exchanges, please return the two page survey to Kathy Byers by March 1, 1980.

Sincerely,

Leonard

Leonard C. Burrello
Project Director

Enclosures

Project Strengths Survey

Name: ____

Sponsoring Agency: ___IHE ___SEA ___IEU ___LEA ___Other

Project Title: ______________________________________

Address: ____

____

Phone: ____

Please check those practices that represent strengths of your project that could be demonstrated from March-May 1980 as a part of a project exchange program:

Planning/Management

__ Administrative support and policies regarding inservice
__ Collaborative planning and implementing needs assessment
__ Collaborative planning of the inservice program
__ Resource identification/retrieval system
__ Ordering/organizing project tasks

Implementation

__ Team building activities
__ Organizational change at the building level (specify) ______________
__ Peer training activities
__ Public information activities
__ Community involvement activities
__ Individualized inservice plans and programs
__ Follow-up consultation
__ Multiplier effect
__   Trainer of trainer activities
__   Activities conducted by trainees
__ Project staff development activities
__ Alternative deliveries (i.e. videotapes, multimedia etc.)
specify ____________________

Specific Inservice Training Content and Procedures

__ Administrator training
__ Attitudinal change toward
__   Inservice
__   Handicapped children
__   Special populations (specify) __________
__   Regular/special educators
__   Parents
__ Knowledge/skill development:
__   Providing inservice training
__   Teaching handicapped children
__   Consultation with teachers and others
__   Working with parents
__ Secondary level, cross-domain training and/or support activities
__ Interdisciplinary team training

Evaluation

__ Use of formative evaluation data for redesign and ongoing planning on inservice
__ Participant-staff evaluation meetings
__ Demonstrations of effectiveness
__ Multiple assessments of trainee learning
__ Impact of inservice activities on students
__ Cost-benefit analysis
__ Cost-effectiveness analysis

Please list and explain any other practices your project could demonstrate that might be of interest to others in the network:

Please use the space below to write a brief rationale for your inclusion as a demonstration project in the inter-project exchange.

Indicate when you could receive visitors to your project.

Project Interest Survey

Name ____

Sponsoring Agency: ___IHE ___SEA ___IEU ___LEA ___Other

Project Title: ______________________________________

Address: ____

____

Phone: ____

Please check those practices that you would like to see operationalized in another project you would visit March-May 1980.

Planning/Management

__ Administrative support and policies regarding inservice
__ Collaborative planning and implementing needs assessment
__ Collaborative planning of the inservice program
__ Resource identification/retrieval system
__ Ordering/organizing project tasks

Implementation

__ Team building activities
__ Organizational change at the building level (specify) ____________
__ Peer training activities
__ Public information activities
__ Community involvement activities
__ Individualized inservice plans and programs
__ Follow-up consultation
__ Multiplier effect
__   Trainer of trainer activities
__   Activities conducted by trainees
__ Project staff development activities
__ Alternative deliveries (i.e. videotapes, multimedia etc.)
specify ____________________

Specific Inservice Training Content and Procedures

__ Administrator training
__ Attitudinal change toward
__   Inservice
__   Handicapped children
__   Special populations (specify) __________
__   Regular/special educators
__   Parents
__ Knowledge/skill development:
__   Providing inservice training
__   Teaching handicapped children
__   Consultation with teachers and others
__   Working with parents
__ Secondary level, cross-domain training and/or support activities
__ Interdisciplinary team training

Evaluation

__ Use of formative evaluation data for redesign and ongoing planning on inservice
__ Participant-staff evaluation meetings
__ Demonstrations of effectiveness
__   Multiple assessments of trainee learning
__   Impact of inservice activities on students
__   Cost-benefit analysis
__   Cost-effectiveness analysis

Please list and explain any other practices you

Please list and explain any other practices you would like to see demonstrated or discussed during a project visit.

Please use the space below to write a brief rationale for your inclusion as a visitor in the inter-project exchange.

Indicate when you would be able to visit another project.

NIN PROJECT EXCHANGE REPORT

Visitor's Form

Date(s) of visit ________

Duration ____________

Contact hours ________

1. Name of visitor: ______________________________

   Sponsoring Agency: ___IHE ___SEA ___IEU ___LEA ___Other

   Project Title: ______________________________

   Address: ______________________________

   ____

   Phone: ______________________________

2. Name of person visited: ______________________________

   Sponsoring Agency: ___IHE ___SEA ___IEU ___LEA ___Other

   Project Title: ______________________________

   Address: ______________________________

   ____

   Phone: ______________________________

3. Reason for visit: ______________________________

   ____

   ____

   ____

   ____

4. Perceived value of visit for you: very useful ___ useful ___ not useful ___
   Explain:

5. Perceived value of visit for project visited: very useful ___ useful ___ not useful ___
   Explain:

6. Quality practices observed:

Planning/Management

- __ Administrative support and policies regarding inservice
- __ Collaborative planning and implementing needs assessment
- __ Collaborative planning of the inservice program
- __ Resource identification/retrieval system
- __ Ordering/organizing project tasks

Implementation

- __ Team building activities
- __ Organizational change at the building level (specify) ______________
- __ Peer training activities
- __ Public information activities
- __ Community involvement activities
- __ Individualized inservice plans and programs
- __ Follow-up consultation
- __ Multiplier effect
  - __ Trainer of trainer activities
  - __ Activities conducted by trainees
- __ Project staff development activities
- __ Alternative deliveries (i.e. videotapes, multimedia etc.) specify ____________________

Specific Inservice Training Content and Procedures

- __ Administrator training
- __ Attitudinal change toward
  - __ Inservice
  - __ Handicapped children
  - __ Special populations (specify) __________
  - __ Regular/special educators
  - __ Parents
- __ Knowledge/skill development:
  - __ Providing inservice training
  - __ Teaching handicapped children
  - __ Consultation with teachers and others
  - __ Working with parents
- __ Secondary level, cross-domain training and/or support activities
- __ Interdisciplinary team training

Evaluation

- __ Use of formative evaluation data for redesign and ongoing planning on inservice
- __ Participant-staff evaluation meetings
- __ Demonstrations of effectiveness
  - __ Multiple assessments of trainee learning
  - __ Impact of inservice activities on students
  - __ Cost-benefit analysis
  - __ Cost-effectiveness analysis

7. Changes in practices/procedures you will make in your own project as a result of this visit:

8. Changes you recommend in practices and procedures of the project visited:

9. This project is a good choice as a demonstration site because

10. Describe your preparation for this visit.

11. Future visitations could be improved in the following ways:

NIN PROJECT EXCHANGE REPORT

Host's Form

Date(s) of visit __________

Duration __________

Contact hours __________

1. Name of host: __________

   Sponsoring Agency: ___IHE ___ SEA ___IEU ___LEA ___Other

   Project Title: __________

   Address: __________

   ____

   Phone: __________

2. Name of visitor: __________

   Sponsoring Agency: ___IHE ___SEA ___IEU ___LEA ___Other

   Project Title: __________

   Address: __________

   ____

   Phone: __________

3. Reason for visit: __________

   ____

   ____

   ____

   ____

4. Agenda (please list activities/experiences observed/engaged in during this visit.)

5. Perceived value of visit for you: very useful___ useful ___ not useful ___
Explain:

6. Perceived value of visit for visitor: very useful___ useful___ not useful ___
Explain:

7. Changes in practices and procedures you will attempt in your program as a result of this visit.

8. Describe your preparation for this visit.

9. Future visitations could be improved in the following ways:

Appendix D

Task Force Reports and Products

Quality Practices Task Force

The Quality Practices Task Force produced both a brochure and a final report. The brochure briefly describes the work of the task force and then presents the quality indicators for inservice education programs. The brochure outlines the following possible uses for the quality practice statements: a guide for planning inservice programs, a set of criteria for evaluating inservice programs being proposed, or criteria for evaluating ongoing inservice programs. Fifteen hundred copies of the brochure are being disseminated through the organizations that participated in the development of the quality indicators and through the National Inservice Network. The final report of the task force contains the same information as the brochure as well as copies of the survey instrument and survey data on the mean ratings and rankings of the relative importance of each quality practice statement.

Training Needs Assessment Task Force

The Training Needs Assessment Task Force has produced a monograph through the ERIC Clearinghouse on Handicapped and Gifted Children entitled Needs Assessment for Inservice Education: Building Local Programs. Topics covered in the monograph include self diagnosis regarding needs assessment, the state of the art of needs assessment in education, planning and conducting a needs assessment, case studies of needs assessment in practice, critical issues and persistant problems, and expected benefits of an effective needs assessment. The monograph is intended to be used as a resource by planners and providers of inservice education programs.

Copies of the monograph are being disseminated through ERIC and the National Inservice Network.

Policy Task Force

The Policy Task Force produced a booklet, Basis for Inservice Design: Regular Educators' Responsibilities for Handicapped Children. This policy statement was approved by the NIN National Advisory Board after considerable discussion, debate, and revision. The document is a policy interpretation of PL 94-142 outlining the content of inservice education for regular educators serving handicapped children.

Organizational Structure Task Force

This task force produced a brochure outlining a framework and series of steps for designing comprehensive inservice education programs within an organizational context. The brochure is titled Inservice Education Design Model and Action Steps. The steps can be used as a checklist to guide planning activities or evaluate planning procedures that have been used.

Resources Task Force

The Resources Task Force engaged in a wide variety of studies to determine access and utilization of resource bases by those involved in the planning and delivery of regular education inservice. The task force examined the information capabilities of existing information sources to serve schools. Of particular interest was the accessibility of available information on the many resources for use in training. A status study, using two local school districts "probes", was conducted to determine both the accessibility of information to practitioners and usefulness of the information obtained from national data bases. Reports of the study are products of the task force.

Another probe identified agencies throughout the country which purported to have information services useful in answering the questions of educators and parents relating to the implementation of PL 94-142. A directory of these agencies and their services has been produced.

The task force also put a number of REGI and NIN directories of information on diskettes for use with micro-computers.

School-Based Teams Task Force

This task force produced a guide for developing and maintaining building-based teams as vehicles for staff development in local schools. *School-Based Staff Support Teams: A Blueprint for Action* describes steps to use in team development and maintenance as well as descriptions of a variety of staff support teams in operation. The monograph provides practical guidelines for those interested in team formation.

Student Change Task Force

The Student Change Task Force developed a monograph, *Using Student Change Data to Evaluate Inservice Education*, that examines a variety of issues in the use of student change data as a measure of effectiveness of teacher inservice education. Methodological issues and a general framework are explored in the first section of the monograph. The second section presents eight different approaches to showing the impact of inservice education on student change.

Included in appendices are summaries of evaluations actually using student change data as well as an annotated bibliography.

Physical Education and Recreation Task Force

This task force produced a monograph (Regular Education Inservice: Significant Features of Physical Education and Recreation for Handicapped Students) that has three sections. Section I focuses on key concepts, principles and questions for physical education inservice training. Section II is on needs assessment for inservice in physical education, and Section III discusses the essentials for inservice education vis a' vis recreation for students with handicapping conditions.

Appendix E

List of NIN Products

NIN Products

Using Student Change Data to Evaluate Inservice Education

Monograph examining the use of student change data as a measure of effectiveness of teacher inservice education including appropriate methodologies.

Basis for Inservice Design: Regular Educators' Responsibilities for Handicapped Children

A policy interpretation of P.L. 94-142 outlining the content of inservice education for regular educators serving handicapped children.

Inservice Education Design Model and Action Steps

A brochure outlining a framework for designing inservice within an organizational context.

School-Based Staff Support Teams: A Blueprint for Action

A monograph describing the development of a variety of staff support teams including practical guidelines.

Regular Education Inservice: Significant Features of Physical Education and Recreation for the Handicapped

Three articles outlining functions of physical education and recreation for handicapped students' programs and roles of relevant personnel.

Collaborative Planning Guide for Personnel Development

Prospectus and support materials for developing and implementing comprehensive staff development plans.

Quality Practices in Inservice Education

Twelve-page brochure describing the development of the quality practice statements and outlining the statements with examples.

Quality Practices Task Force Final Report

Three major categories of quality practices are presented including the creation and implementation of inservice programs as on-going systems, the characteristics of good staff development programs, and the essentials and requirements of inservice programs.

Resource Directory

A three-ring looseleaf binder containing abstracts of resource materials produced by OSE-funded regular education training projects by training topics.

Regular Education Inservice Projects

A looseleaf three-ring binder containing summary data on inservice training efforts nationwide, and abstracts of current federally funded regular education inservice training projects.

NIN: An Emerging Collaborative Effort Between General and Special Education

A presentation of the core principles and requirements of P.L. 94-142 focusing on the Comprehensive System of Personnel Development and a description of the National Inservice Network.

Inservice Best Practices: The Learnings of General Education

A conceptual treatment of inservice issues with a listing of exemplary inservice practices supported in the literature.

A Listing of Alternative Training Outcomes for Instructional Personnel Engaged in the Education of the Handicapped

A compilation of topics, competencies and objectives for use by designers of regular education inservice training projects.

Designing and Conducting Needs Assessments in Education

A guide for gathering information about and identifying needs of a school system.

Issues Orientation: Personnel Planning, A Local Agency Perspective

A simulation for small groups involving some role playing that raises issues in local district planning for comprehensive staff development.

Initiating Change Through Inservice Education: A Topical Instructional Modules Series

This series was developed by Leonard C. Burrello and Nancy Kaye in their work with local school district personnel in four states. All training modules were authored by project staff and colleagues who have worked with both editors. These modules have all been pilot tested and used in pre-service and inservice educational settings.

Federal Legislation on Behalf of Handicapped Children: Implications for Regular Educators

A 50-page paper synthesizing and presenting technical information of federal mandates in a meaningful format easily adapted for use by teachers, administrators, board members and parents.

Creating an Accepting Environment for the Handicapped Child in the Regular Classroom

An inservice designed to assist total school staffs in assessing the characteristics of educational environments necessary for adults and children who are involved in the implementation of a least restrictive environment.

Facilitating Educational Change

A training workshop based on principles of change agentry.

Increasing the Contribution of Team Members in the Case Conference

Paper and activities to provide information on issues in the EPC (Educational Planning Committees) process and procedures to foster cooperation and productive interaction among committee members.

Role of the Regular Class Teacher in the Development of the IEP

Paper providing a description of the IEP as a product as well as a process, and uses of the IEP.

The Development of a Least Restrictive Learning Environment

A training program which raises issues affecting the development of least restrictive environments for handicapped children.

Serving the Young, Handicapped Child in the Least Restrictive Environment

An inservice module providing rationales for early intervention and integration of young, handicapped, and non-handicapped children.

Strategies for Interaction with Severely Handicapped Students

Module presenting a number of roles regular educators and other members of the community contribute to the educational programming of severely handicapped students.

Appendix F

Instructional Guide Prospectus

National
Inserview
Network

COLLABORATIVE PLANNING GUIDE FOR PERSONNEL DEVELOPMENT

Editors
Leonard C. Burrello
Tim Orbaugh
Fred W. Kladder
Diane Berreth

Organizing for Change

– prospectus –

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Gary Wisler		Assistance Team members

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The Editors,
Leonard C. Burrello
Tim Orbaugh
Fred Kladder
Diane Berreth

COLLABORATIVE PLANNING GUIDE FOR PERSONNEL DEVELOPMENT

PURPOSE

The purpose of this planning guide is to assist state, local, and university personnel involved in the design, implementation and evaluation of staff development or other areas of school improvement.

THE CONTEXT OF DEVELOPMENT

This planning guide grew out of a federal initiative to assist states to design the regular education inservice component of comprehensive systems of personnel development. The Office of Special Education, Division of Personnel Preparation, funded a project at Indiana University, the National Inservice Network (NIN). This planning guide represents a compilation of the learnings from the Project's work in Colorado, Indiana, and Maine from 1978–1981.

In 1978 there were few local models of personnel development in the United States, none of which were comprehensive. The NIN planning guide represented a radical departure from other staff development programs due to the magnitude of its goals, comprehensiveness of planning and adherence to quality practices in inservice. Each of the three states in the Project designed a statewide planning network to assist local administrators and teachers from regular and special education to come together to plan, implement and exchange staff development activities.

Fundamental to the NIN planning process is a set of principles which express the nature of NIN's work. They include:

- Local Ownership
  - developing ownership through involvement and participation in the planning process
- Local Problem Solving
  - focusing the planning process on solving local problems asking who? what? where? why?
  - applying the process to a variety of problems
- Local Ongoing Structures
  - developing or adapting a organizational structure to deal with staff development issues: planning, decisionmaking, implementation, organization
  - developing a support system
  - responding to consumer input

- Local Resources
  - identifying and using existing resources, (i.e. individual, district and community)
  - peer sharing
  - building on strengths and practical experience
  - recognizing the continuing need for district, state, and federal support

- Collaboration
  - providing incentives and support for people to work together
  - developing and building mutual trust
  - respecting different abilities, perspectives, and needs
  - facilitating cooperation between state agencies and local districts, special educators and regular educators, administrators and teachers

- Planning and Implementation as an Adaptive, Evolutionary, Flexible Process
  - responding to changing situations and needs
  - using an experimental approach
  - establishing an ongoing planning cycle

TRAINING APPROACH

The planning process incorporates small group theory into training in an eclectic fashion. In addition it draws on the participant's past and current experience, and views learning as taking place on both a cognitive and experiential level. The process emphasizes the acquisition of practical skills and knowledge that are required of planners and implementers of change efforts in staff development. When used skillfully, the experiential learning approach serves as a guide to new discoveries about how learning takes place. Trainers have an opportunity to explore new methods and design formats. The learnings are immediately applicable in their back-home settings. NIN believes that experiential learning creates a sense of ownership for participants and becomes an effective and integral aspect of their behavior.

BENEFITS

The use of the planning model offers several benefits to users such as:

a process for	identifying needs, training a team of trainers, identifying local resources, problem-solving, shared decisionmaking.
which results in . . .	a comprehensive staff development plan, core team of trainers, use of local resources, improved morale, improved relationships between general and special education.

THE INSTRUCTIONAL PROCESS

The order of training strategies and topics need not necessarily follow a prescribed sequence. In fact, the flexibility of the planning process allows it to respond to the goals and context of the agency in which it is used. For instance, "team development" can be taught as a specific workshop segment, including group dynamics, simulations and "at-home" tasks, or team development can be approached in a less formal manner by having members work through various planning activities, while focusing their attention on the dynamics of their group. The activities then culminate with a formal segment which addresses group dynamics and the stages of development the groups have undergone.

	TOPICS				
STRATEGIES	Team Development	Needs Assessment	Program Development	Program Evaluation	Implementation /Maintenance
Conceptual Framework (theory)					
Experiential					
Application					
Feedback					
Evaluation					

COLLABORATIVE PLANNING GUIDE FOR PERSONNEL DEVELOPMENT

USER CONCERNS & QUESTIONS	ESSENTIAL CHARACTERISTICS	MATERIALS & SUPPORT
1. What is the model?	Organizing for change through a collaborative planning process.	Developing a Comprehensive System of Personnel Development through a Peer Planning and Development Network
2. What principles form the basis of the model?	This model requires that planners representing all of the relevant audiences engage in a participatory group process. Basic to the process is bringing people together to: – develop ownership – solve problems – develop a support system – use existing resources – plan in a responsive and flexible manner	
3. What are the goals of the model?	To teach and have participants experience a collaborative planning process which provides them an opportunity to model a flexible approach to program development. The process reaches beyond traditional views to expand participant's understanding of and skills in: – assessment of individual and organizational strengths and needs – collection and interpretation of data – group process and team building – problem solving – change strategies – program development – evaluation – dissemination of information To assist agency participants in the planning, design, implementation and evaluation of a Comprehensive System of Personnel Development (CSPD) using quality practices in inservice education.	

COLLABORATIVE PLANNING GUIDE FOR PERSONNEL DEVELOPMENT

USER CONCERNS & QUESTIONS	ESSENTIAL CHARACTERISTICS	MATERIALS & SUPPORT
4. Who can use this model?	The model was developed for use at the State Education Agency (SEA) level in supporting the planning and implementation of local systems of personnel development. However, the model can be used by persons with interests in staff development at a variety of levels including local education agencies (LEAs), intermediate education districts and institutions of higher education. The model was designed to address inservice issues faced by educators as a result of the integration of handicapped children, but is not limited to this issue. It can be applied to other problems.	
5. What needs are addressed by the planning process?	The process specifically addresses the needs of SEAs and LEAs to develop and implement CSPD. More generally, it addresses change in individual agencies.	Relationship between CSPD Requirements and Quality Practices
	A variety of other needs may also be met including relationship building, problem solving, communication and resource development.	
	– ILLUSTRATION – *A suburban special education cooperative used the planning process to help create a new elementary school designed for maximum integration of handicapped students. This school, in turn, is becoming the inservice training site for other teachers in the cooperative.*	Indiana CSPD Personnel Development Plan
6. What other purposes are served by the planning process?	The process provides planners with techniques to prepare agencies to accept innovations. Planners can teach personnel how to be a part of change.	

COLLABORATIVE PLANNING GUIDE FOR PERSONNEL DEVELOPMENT

USER CONCERNS & QUESTIONS	ESSENTIAL CHARACTERISTICS	MATERIALS & SUPPORT
7. What is required to start-up this model?	A *core team* of trainers is needed to provide assistance to participating agencies. The core team acts as facilitators to the groups and assists them in validating information to make decisions. The core team provides human support to teams through regular contact and feedback. *Support* is needed to bring participants together for instructional planning sessions and for implementation efforts. This support should include: – initiation and organization by the contracting agency, generally the SEA – provision of a core training staff – financial support for participants' training expenses. *LEA support* should include commitment by local agencies to collaborative planning and support for it through release time for planning by agency personnel. *– ILLUSTRATION –* *The states of Colorado, Indiana and Maine used PL 94–142 discretionary funds to support local agencies in CSPD implementation. Each state assigned staff to organize and support CSPD training and implementation.*	

COLLABORATIVE PLANNING GUIDE FOR PERSONNEL DEVELOPMENT

USER CONCERNS & QUESTIONS	ESSENTIAL CHARACTERISTICS	MATERIALS & SUPPORT
8. What kind of training is needed for a core training team?	The core team should experience the planning process themselves as well as receiving formal training in the areas of group process, assessment and program development. However, prior training may not always be possible. In this case, individuals selected should adhere to the model's principles and have a background in training. – *ILLUSTRATION* – *Colorado's core team was made up of local participants who had already developed CSPD plans. Because of their earlier participation, they were sensitive to the feelings and experiences of the trainees.*	A Design for Core Team Training Cadre Training Model: A Look at the Colorado Experience
9. How are local agencies identified and selected?	Target agencies can be identified several ways depending on the context and nature of the agency. The selection process ranges from self-selection to mandatory participation. Voluntary participation is strongly encouraged.	Agency Identification Guidelines
10. How are participants identified and selected to be part of the local planning team?	Identification and selection of team members is left to the agencies involved. Agencies use different procedures including appointment by administrators, self-selection and peer nomination. No matter what procedure is used, agencies are encouraged to involve a cross section of staff from a variety of roles and constituencies, e.g., general and special educators, and administrators and teachers. Teams generally include four to eight members. – *ILLUSTRATION* – *A suburban special education cooperative in Indiana brought together a team of four including a special education director, an elementary principal, a first grade teacher and a high school special educator (also the teacher union's president). This team organized and in turn trained six more teams, each of which represented one of the six participating districts.*	Selection of CSPD Team Members Issue Orientation: Personnel Planning: A Local Agency Perspective (simulation)

COLLABORATIVE PLANNING GUIDE FOR PERSONNEL DEVELOPMENT

USER CONCERNS & QUESTIONS	ESSENTIAL CHARACTERISTICS	MATERIALS & SUPPORT
11. What instructional topics and strategies are used?	The planning process includes five major topics: – team development/group process – problem identification and needs assessment – program development – program evaluation – implementation and continued maintenance For each topic that following strategies are used: – presentation of conceptual framework (theory) – experiential learning with trainer feedback – back home applications by team – evaluation *– ILLUSTRATION –* *A workshop focusing on team development included presentations on collaborative planning, a team selection simulation and development of a at home action plan for actual team selection. Participants were called two weeks later to follow-up their activities.*	Team Development (see Reference Section) Problem Identification and Needs Assessment – Designing and conducting needs assessment in education – Data Analysis (Guide) – Assessment Problem Solving (Exercise) – Trekking Away (Game) Program Development – Inservice Best Practices: The Learnings of General Education – Framework for Inservice Planning – Instructional Strategies (contexts and methods) – Planning Guide for Program Development – Program Development Exercise – Local Program Abstracts Program Evaluation – Facilitating Group Planning and Evaluation – Checklist and Evaluation Form for Participants – Workshop Evaluation (samples) – SWIRL CSPD Plan (simulation) – Team Year End Summary Evaluation

COLLABORATIVE PLANNING GUIDE FOR PERSONNEL DEVELOPMENT

USER CONCERNS & QUESTIONS	ESSENTIAL CHARACTERISTICS	MATERIALS & SUPPORT
12. How are the instructional sessions provided?	The sessions were originally taught in four two-day meetings conducted by the core training team. Planning teams from six to ten school districts came to an off-site location for the sessions. The sessions extended over a school year. While there are a variety of training options, delivery should include: -- sessions conducted by more than one person to provide multiple perspectives – ample intervals between sessions to allow planning teams to interact with others back home for the collection, sharing and validating of information – removal of day to day pressures to provide a sense of renewal for participants – opportunity for participants to interact, generate and exchange ideas – opportunity for building relationships within and between planning teams	Sample Agenda
13. What follows planning?	Planning is followed by implementation and maintenance of the plan. Although planning itself does not come to an end, some aspects of the process do end. For instance, the local CSPD plan should be ready for implementation at the close of the formal training sessions. The ground work of preparing the agency for the plan should be underway. Formal implementation accompanied by continued maintenance is the next phase.	

COLLABORATIVE PLANNING GUIDE FOR PERSONNEL DEVELOPMENT

USER CONCERNS & QUESTIONS	ESSENTIAL CHARACTERISTICS	MATERIALS & SUPPORT
14. What is needed to implement and maintain the plan?	The primary agency must continue to support: – opportunities for participants to share and disseminate information – on-site support, consultation and technical assistance In addition, participating local teams must adhere to and be responsible for: – adaptive implementation – continuous identification and building of local resources – dissemination to other similar agencies – reporting of plan results including accomplishments and impacts *-- ILLUSTRATION –* *The Indiana SEA is supporting the Indiana Peer Dissemination Network. The Network, made up of the state core team and all training participants, gathers two–three times a year to share ideas and information. Network members trade consultation and resources. One team held a workshop for 65 of its school corporation staff. The team used network members from two other local teams as trainers.*	Continuation; Program Review (Examples) The Black Network (Game) The Networking Perspective (Exercise)

COLLABORATIVE PLANNING GUIDE FOR PERSONNEL DEVELOPMENT

USER CONCERNS & QUESTIONS	ESSENTIAL CHARACTERISTICS	MATERIALS & SUPPORT
15. How is the model evaluated?	Evaluation is based on the concerns and issues of relevant audiences such as the participants, state education agency and staff. The focus is on participant evaluation of the planning process and plan implementation. During and after planning sessions, participants provide evaluation data both on the training content and process. A variety of evaluation methods are modeled by the trainers including group interviews and pre- and post-session rating scales. Results are provided to the participants on a regular basis. Products such as team action plans, needs assessment data and the plan itself are outcome measures which can be used to judge the effectiveness of the planning sessions. While some monotoring of plan implementation is conducted by the core team, the focus is on user evaluation as a management tool.	Evaluation Design
16. How might this effort be funded?	Staff development is attached to most categorically funded programs at the federal and state level. Given conditions of shifting educational priorities, increased local control, decreasing fiscal resources, consolidated funding formulas and decreasing staff turnover, staff development programs provide an opportunity to invest in and maximize the return on human resources. Possible funding sources include district funding, state or community college courses, PL 94–142, PL 94–482, state funds, district cooperatives, foundations, etc.	(see Reference Section)

Appendix G

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